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ABSTRACT

The Montgomery County Public Schools (MCPS) Department of Educational Accountability (DEA) administered a broad based survey to graduating seniors in MCPS high schools in May 1983. This first annual survey will be the foundation of a proposed longitudinal follow-up of graduates. The survey assessed students' perceptions of the educational program provided to them by MCPS, especially concerning attitudes about their high school courses, teachers, and other staff. Results indicated general satisfaction, but there were some areas which required improvement. The priorities adopted by the Board of Education on September 13, 1983 and students' reports were examined. The priorities included: (1) improvement of student test performance in English, Mathematics, and Science/Technology; (2) teaching and learning higher order intellectual skills; (3) minority student participation in special programs for gifted and talented, higher level academic courses, and extracurricular activities; (4) increasing organizational effectiveness and employee capabilities; and (4) improving students' abilities in independent learning, responsibile citizenry, and effective group membership. Nine appendices present tables of students' ratings of teachers, courses, and preparation in skill areas. (DWH)

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SURVEY OF GRADUATING SENIORS: CLASS OF 1983

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January 1985

Wilmer S. Cody
Superintendent of Schools

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

SURVEY OF GRADUATING SENIORS: CLASS OF 1983

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EXECUTIVE SUMMARY

SURVEY OF GRADUATING SENIORS: CLASS OF 1983

BACKGROUND

In May 1983, the Department of Educational Accountability (DEA) administered a broad-based survey to graduating seniors in Montgomery County Public Schools (MCPS) regular high schools. This was the first such survey to be administered to an entire graduating class by DEA and represents the beginning of what is now an annual activity for graduating seniors, as well as the foundation of what will become a longitudinal follow-up of MCPS graduates.

THE SAMPLE

The sample for this study consisted of 6,899 students in the 22 MCPS regular high schools, which represents 86 percent of the 1983 graduates.

THE STUDY

The survey was organized around students' perceptions of the educational program provided to them by MCPS, particularly around how they felt about their high school courses, teachers, and other staff in their schools.

FINDINGS

On balance, the data indicate that MCPS is doing many things well but that in several areas there is room for improvement. The students report that they have been well prepared in the basics, but ratings in other areas are mixed. Additionally, differences in terms of sex and race and/or high school indicate that the educational program is not uniform countywide, either in terms of students' perceptions of it or in the number and types of courses in which students enroll. Specifically:

- The majority of the students took more than the required number of courses in the academic areas, especially in math and science. However, significant differences were found in the enrollment patterns for students from different sex/race groups, with whites and Asians taking more academic courses than blacks and Hispanics. Males took more courses in math, science, or trade/technical[1] areas; whereas females took more social studies, foreign language, business, and occupational home economics courses.[2]

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1. Trade/technical areas include auto mechanics, carpentry, and so on.

2. Occupational home economics includes child development, food service, fashion merchandising, and so on.

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- **Overall, the students rated their courses B- (an average rating of 2.82). They gave slightly higher ratings to vocational and elective courses than to academic courses (Exhibit E-1). Among the academic areas the students rated social studies and English the highest and mathematics and foreign language the lowest. Black students rated their academic courses significantly lower than did students from the other racial/ethnic groups.**

- **The students had mixed feelings about how well prepared they were in school-related skills.** They felt well prepared in getting along with other people and in writing papers, fairly well prepared in completing reading assignments and other homework, and only fairly prepared in taking notes, using the library, studying for tests, and managing time (Exhibit E-2). White males gave the lowest ratings to their level of preparation in each of the school-related skills, while black females rated their preparation the highest. Female students, overall, rated their preparation in school-related skills higher than did males.

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EXHIBIT E-1
Students' Ratings of Academic, Elective, and Vocational Courses

Course Area/Subject	Individual Subject Rating	Overall Rating of Course Area
Academic Courses		2.74*
English	2.88	
Social Studies	2.90	
Foreign Language	2.46	
Mathematics	2.67	
Science	2.7[illegible]	
Electives		2.93*
Art	2.87	
Music	2.91	
Health/Physical Education	2.91	
Driver Education	3.03	
Vocational Courses		2.90*
Business Education	2.85	
Trade/Technical Education	2.96	
Occupational Home Economics	2.85	
Cooperative Education	3.12	
Overall Rating		2.[illegible]**

* Rating obtained by averaging the ratings of all subjects in the course area for each student.

** Overall rating obtained by averaging the ratings of all 13 subjects for each student.

Note: 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

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EXHIBIT E-2
Ratings of Preparation in School-related Skills

Well Prepared	3.0		Getting Along with People (2.94)
			Writing Papers (2.73)
			Completing Reading Assignments/Homework (2.59)
			Overall Prep. for Further Schooling (2.59)
	2.5		
			Using the Library (2.46)
			Taking Notes (2.41)
			Studying for Tests (2.34)
			Managing Time (2.20)
Fair Preparation	2.0		

Note: Ratings were 4 = very well prepared; 3 = well prepared; 2 = fair preparation; 1 = poor preparation; and 0 = very poor preparation.

- **Ratings of preparation in job-related skills were mixed.** The students felt well prepared in the basic skills of reading, writing, and mathematics needed for the job; getting along with people on the job; and learning good work habits needed for the job. They felt only fairly prepared, however, in job search skills and specific knowledge or skills required for an entry-level job (Exhibit E-3). By sex and race, black males and females felt the best prepared in job-related skills; and white, Hispanic, and Asian males felt the worst prepared. Female students rated their preparation in job-related skills significantly higher than did male students.

- **The students were generally positive towards their teachers, rating them B or better in several aspects of their classroom performance and B- to C+ in the rest (Exhibit E-4).** By sex and race, white and Asian females were the most positive about their teachers, rating them significantly higher than the MCPS average; and white and black males were the most negative, rating the teachers significantly lower than the average. Female students rated their teachers significantly higher than did male students.

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EXHIBIT E-3
Ratings of Preparation in Entry Job-related Skills

Well Prepared		3.0	
			Basic Reading, Writing, and Math Skills (3.00)
			Getting Along with People On the Job (2.94)
			Good Work Habits Needed for the Job (2.77)
		2.5	
			Specific Knowledge/Skills for the Job (2.35)
			Job-search Skills (2.28)
Fair Preparation		2.0	

Note: Ratings were 4 = very well prepared; 3 = well prepared; 2 = fair preparation; 1 = poor preparation; and 0 = very poor preparation.

- **Counseling services were seen as ineffective. However, the career center received a somewhat more positive evaluation.** While the students felt that the guidance counselors were accessible and that they had enough time with them as needed to resolve their problems, only slightly more than half of the students felt that the counselor knew or understood them. They generally felt counselors had been of little help. The helpfulness of other school staff regarding areas such as career awareness and college selection was also reported to be limited (Exhibit E-5).

  Female students, especially Hispanics and blacks, were the most positive about the counseling help they had received; while white males were the most negative.

- **Students' reports of their participation in school nonathletic extracurricular activities show the most popular activities to be student council/student government, newspaper/yearbook, and other school clubs.** The data indicate that there are some activities in which minority participation is high and others in which participation is not as good. However, in general, Hispanic students participated the least in extracurricular activities.

EXHIBIT E-4
Ratings of Teacher Behaviors/Attributes

Excellent: A _____ 4.0 _____

Good: B _____ 3.0 _____

Taught Basics	(3.10)
Competent in Subject Matter	(3.05)
Adequately Prepared for Class	(3.04)
Interested in Subject Matter	(3.02)
Allowed Students To Ask Questions/ Take Risks	(2.98)
Graded Students Fairly	(2.97)
Knew Progress Students Made	(2.91)
Showed Concern for Students' Interests, Abilities, Values	(2.75)
Maintained Order in Class	(2.70)
Prepared Students for College or Further Training	(2.58)
Praised Students Who Did Well	(2.46)
Prep. Students for Employm't.	(2.40)
Interested Students in Learning More on Their Own	(2.37)

Fair: C _____ 2.0 _____

Note: The ratings used were 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

EXHIBIT E-5
Ratings of High School Staffs in Career Awareness and College Selection Activities

Helpful	3.0		
		Submission of College Applications	(2.66)
		Understanding Test Results	(2.57)
		Matching Interests/Abilities to Jobs	(2.51)
		Find Out About Interests/ Abilities	(2.51)
	2.5		
		Find Out About Schools/ Colleges in Maryland	(2.47)
		Career Counseling	(2.44)
		Find Out About Schools/Colleges Outside Maryland	(2.42)
		Find Out About Financial Aid	(2.39)
		Learn Skills for Job/College Interview	(2.37)
		Find Out About Military	(2.34)
		Find Out About Training Programs	(2.31)
		Selection of College Major	(2.10)
Of Little Help	2.0		

- Thirty-six percent of the graduates plan to obtain a master's degree, Ph.D., or other professional degree by the time they finish their schooling; and another 34 percent plan to obtain at least a bachelor's degree. Asian males have the highest educational goals, and black males have the lowest educational goals.

- Thirty percent of the students are interested in pursuing careers in science or math, including engineering, computers, and medicine; 15 percent are pursuing careers in business; and 16 percent are interested in arts, humanities, or social sciences. Asian students and white and Hispanic males reported more interest in the quantitative fields than did other groups, while females continued to show more interest in the arts/humanities. Responses were similar, however, for males and females concerning careers in the computer field.

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- **Sixty-seven percent of the students were planning to attend college full time immediately following high school graduation, and another 12 percent were planning to attend college part time.** Twenty-seven percent of those planning to attend college planned to attend junior colleges (all but 1 percent at Montgomery College), and another 27 percent planned to attend the University of Maryland or other state colleges in Maryland. Asian and white males and females were planning to attend the most competitive of the colleges and universities, and Hispanic females and black females were planning to attend the least competitive colleges and universities. Hispanic males and females had the highest percentages planning to attend junior colleges. Down county schools had the highest percentage of students planning to attend the Ivy League and other prestigous colleges and universities (Exhibit E-6).

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EXHIBIT E-6

Percentage of Students by High School Planning To Attend Different Types of Colleges

College Type/ High School	Ivy * League	Very, Most, Highly Compet. Private	Very, Most, Highly Compet. Public	Compet. to Non-Compet. Private	Compet. to Non-Compet. Public	Junior College	Trade/ Tech./ Business School	% Not Attending School/ Undecided
B-CC	8 **	20	7	7	17	12	2	26
Blair	0	5	1	8	23	25	5	33
Churchill	4	19	12	7	26	11	2	19
Damascus	0	4	4	6	13	34	1	37
Einstein	1	8	3	3	30	29	7	19
Gaithersburg	1	8	4	4	17	28	4	33
W. Johnson	6	17	2	8	27	16	2	21
Kennedy	2	7	4	8	33	19	3	23
Magruder	1	10	9	6	25	23	1	24
R. Montgomery	2	9	5	4	16	24	2	37
Northwood	0	5	3	2	30	23	5	31
Paint Branch	3	7	3	5	30	20	3	29
Peary	1	6	5	6	21	29	3	28
Poolesville	0	6	9	3	21	12	2	48
Rockville	3	11	6	6	24	17	3	30
Seneca Valley	1	8	9	8	21	24	3	27
Sherwood	1	4	3	5	30	24	3	29
Springbrook	2	11	5	7	33	15	1	25
Wheaton	0	1	1	4	19	27	5	42
Whitman	6	25	8	11	21	8	2	19
Woodward	4	17	8	8	25	17	1	19
Wootton	2	17	7	7	31	11	2	22
Total	2	11	6	6	24	21	3	27

* College categories were obtained from Barrons' Profiles of American Colleges, 1982 edition.

** Percentages are based on students' self-report of their plans.

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Computer Programming:	Nancy Holahan

DETAILED REPORT

SURVEY OF GRADUATING SENIORS: CLASS OF 1983

INTRODUCTION

BACKGROUND

In May 1983, the Department of Educational Accountability (DEA) administered a broad-based survey to graduating seniors in Montgomery County Public Schools (MCPS) regular high schools regarding their educational experiences and future plans. This was the first such survey to be administered to an entire graduating class by DEA and represents the beginning of what is now an annual activity for graduating seniors, as well as the foundation of what will become a longitudinal follow-up of MCPS graduates.

THE STUDY

The survey was organized around several topics on which the students rated the education provided to them by MCPS:

- Course enrollment while in MCPS and perceptions of the quality of these courses
- Perceptions of preparation in skills needed for college or other post-secondary education
- Perceptions of preparation in entry level job skills
- Ratings of effectiveness of their teachers
- Ratings of effectiveness of the school's counseling and career awareness services
- Participation in school, countywide, or statewide extracurricular activities
- Postsecondary educational plans and career goals

This document provides the summary of the findings in each of the above areas. For each area of study, the data were analyzed by high school of attendance and by students' sex and racial/ethnic group. A summary of the findings is presented in the text of this report, and the detailed data tables may be found in the appendices.

THE SAMPLE

The sample for this study consisted of 6,899 students in the 22 MCPS high schools, which represents 86 percent of the 1983 graduates.[1] Of the 6,899

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1. The total number of graduates was 8,017.

students, 6,839 provided their student identification data which included high school, race, and sex. Table 1 shows the student sample by sex and race. It may be noted that the sample contains slightly more female students than males and somewhat fewer black, Hispanic, and Asian students than the percentages enrolled in the 1983 graduating class.[2] Table 2 shows the sample by high school. Northwood, Whitman, Magruder, Woodward, and Wootton had the highest percentages of graduating seniors responding to the survey.

CAVEATS

It may be noted in Table 2 that Einstein High School had the lowest percentage of students completing the survey. The surveys that were sent to Einstein were lost, and as a result, the students were not surveyed prior to graduation. A telephone survey effort was mounted during the summer following graduation, but only 58 percent of the students could be reached.

The findings in this study show Einstein to be rated most favorably by the students in almost all areas presented in this report. However, because of the relatively low percentage of students from Einstein whose responses could be captured and the reults of comparable survey efforts that suggest that telephone surveys yield more positive student responses than do paper and pencil surveys,[3] it is suggested that the results for Einstein be interpreted with caution. To this end, where data for specific schools are cited, Einstein's results will be included in the summary tables but will not be highlighted in the text supporting the tables.

TABLE 1
Student Sample by Sex and Race

Race	Males		Females		Group's % of Total Sample
	Number	% of Sample	Number	% of Sample	
White	2,656	39	2,872	42	81
Black	306	4	366	5	9
Hispanic	123	2	122	2	4
Asian	213	3	171	3	6
American Indian	5	0	5	0	0
Total	3,303	48	3,536	52	100

2. The graduating class contained 11.7 percent blacks, 4.4 percent Hispanics, and 6.2 percent Asians.

3. See S. Gross, Follow-up Study of the Class of 1982 One Year After Graduation, Department of Educational Accountability, in progress.

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TABLE 2
Student Sample by High School

High School	Number of Students	Percentage of Senior Class
Bethesda-Chevy Chase	338	83
Blair	322	83
Churchill	443	86
Damascus	219	78
Einstein	145	58
Gaithersburg	380	87
Walter Johnson	212	69
Kennedy	327	90
Magruder	270	94
Richard Montgomery	237	80
Northwood	341	100
Paint Branch	275	84
Peary	318	89
Poolesville	67	64
Rockville	362	87
Seneca Valley	422	82
Sherwood	269	76
Springbrook	401	85
Wheaton	303	90
Whitman	507	96
Woodward	273	93
Wootton	408	93
Total	6,845	86

FINDINGS

STUDENT ENROLLMENT IN COURSES BY SEX AND RACE

MCPS graduation requirements stipulate that students take 4 years of high school English, 3 years of social studies, 2 years of math, 2 years of science, and 1.5 years of physical education. No foreign language, art, music, or vocational courses are required for graduation.

The data indicate that:

- The majority of the students took more than the required number of courses in the academic areas, especially in math and science. In math 84 percent took more than the required two years, and in science 69 percent exceeded the two-year requirement.

- Seventy-three percent of the students took some foreign language while in high school.

- Significant differences were observed in enrollment patterns for students from different sex/race groups, with whites and Asians taking more academic courses than blacks and Hispanics.

- Males took more courses in math, science, or trade/technical[4] areas; whereas females took more social studies, foreign language, business, and occupational home economics courses.[5]

Appendix A contains the course enrollments by sex and race in academics, electives (art, music, physical education/health, and driver education), and vocational courses.

QUALITY OF THE HIGH SCHOOL COURSES

The students rated their high school courses in the three areas (academics, electives, and vocational courses) on a scale of 4 = Excellent, "A"; 3 = Good, "B"; 2 = Fair, "C"; 1 = Poor, "D"; and 0 = Unsatisfactory, "E".

- Overall, the courses received a rating of 2.82, or B-. The students gave slightly higher ratings to vocational and elective courses than to academic courses (see Table 3).

- Among the academic areas the students rated social studies and English the highest, and rated mathematics and foreign language the lowest.[6] Figure 1 illustrates how the courses were ranked according to student ratings.

- Differences were observed between students of different sex/race groups, with Asian females, Hispanic females, and Hispanic males rating their courses, overall, significantly higher than average and white males rating them significantly lower. Black students of both sexes rated the academic courses significantly lower than did other students, but their ratings of PE/electives and vocational courses were mixed. Tables B-1 through B-9 of Appendix B present the ratings by sex and race of the academic, elective, and vocational courses. Table B-10 presents the average ratings given by the students to their courses, overall.

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4. Trade/technical areas include auto mechanics, carpentry, cosmetology, and so on.

5. Occupational home economics includes child development, food service, fashion merchandising, and so on.

6. It may be noted that these differences in ratings represent only a distinction between a B or B- rating and a B- or C+ rating. However, a difference of 0.02 in ratings is statistically significant for a sample of this size; and thus, differences of 0.2 or 0.3 are highly significant.

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TABLE 3
Students' Ratings of Academic, Elective, and Vocational Courses

Course Area/Subject	Individual Subject Rating	Overall Rating of Course Area
Academic Courses		2.74*
English	2.88	
Social Studies	2.90	
Foreign Language	2.46	
Mathematics	2.67	
Science	2.74	
Electives		2.93*
Art	2.87	
Music	2.91	
Health/Physical Education	2.91	
Driver Education	3.03	
Vocational Courses		2.90*
Business Education	2.85	
Trade/Technical Education	2.96	
Occupational Home Economics	2.85	
Cooperative Education	3.12	
Overall Rating		2.82**

* Rating obtained by averaging the ratings of all subjects in the course area for each student.

** Overall rating obtained by averaging the ratings of all 13 subjects for each student.

- Male and female students rated their overall academic course offerings and their PE/electives similarly. However, ratings of vocational courses were dramatically different for males and females, with females giving significantly higher ratings than males. (See Tables B-7 through B-9.)

- Perceptions of course offerings differed widely by high school. Tables C-1 through C-3 of Appendix C present the ratings by high school of each of the academic, elective, and vocational courses. Table C-4 presents the overall ratings by high school.

- When the ratings of the academic courses were examined in relationship to the grades the students obtained while in high school (grade point averages or GPA's), a strong positive relationship was observed between GPA and course rating, with students who received the higher grades rating the courses more favorably and vice versa. Table 4 presents the average ratings of the academic subjects by GPA.

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FIGURE 1
Rank Ordering of Courses by Student Ratings

Excellent: A _____ 4.0 _____

Good: B _____ 3.0 _____

Cooperative Education	(3.12)
Driver Education	(3.03)
Trade/Tech. Education	(2.96)
Music	(2.91)
Health/Phys. Education	(2.91)
Social Studies	(2.90)
English	(2.88)
Art	(2.87)
Business Education	(2.85)
Occup. Home Economics	(2.85)
Science	(2.74)
Mathematics	(2.67)
Foreign Language	(2.46)

Fair: C _____ 2.0 _____

TABLE 4
Mean Ratings of Academic Subjects by High School GPA

GPA	English	Social Studies	Foreign Language	Math	Science
1.0 or less	2.49-	2.58-	1.87-	2.37-	2.42-
1.01 - 2.0	2.69-	2.64-	2.21-	2.43-	2.54-
2.01 - 2.5	2.77-	2.80-	2.28-	2.44-	2.54-
2.51 - 3.0	2.91+	2.98+	2.46	2.65-	2.74+
3.01 - 3.5	3.05+	3.11+	2.59+	2.89+	2.89+
3.51 - 3.99	3.15+	3.11+	2.71+	3.14+	3.00+
4.0	3.14+	3.14+	2.80+	3.28+	3.01+
Overall	2.88	2.90	2.46	2.67	2.74
Correlation between GPA and rating	.22	.22	.18	.26	.20

NOTE: All correlations are statistically significant.

QUALITY OF PREPARATION IN SCHOOL-RELATED SKILLS

The students were asked to indicate how well or poorly their high school program had prepared them to write papers, take notes in class; use the library; complete reading assignments and homework; study for tests; manage time; get along with different kinds of people, and generally prepare them for college or trade, technical, or business school.

- The students had mixed feelings about how well prepared they were in school-related skills. They felt well prepared in getting along with other people and in writing papers, fairly to well prepared in completing reading assignments and other homework, and only fairly prepared in taking notes, using the library, studying for tests, and managing time. Figure 2 presents these ratings.

- The students gave their overall preparation for further schooling a rating of fairly to well prepared.

- White males gave the lowest ratings to their level of preparation in each of the school-related skills, while black females rated their preparation the highest. Hispanic males and females, white males, and black males felt the worst prepared, overall, for further schooling; while white and Asian females felt the best prepared. Table D-1 of Appendix D presents these findings in detail.

- By sex, females rated their preparation in school-related skills higher than did males.
- Ratings of preparedness varied considerably by high school (see Table

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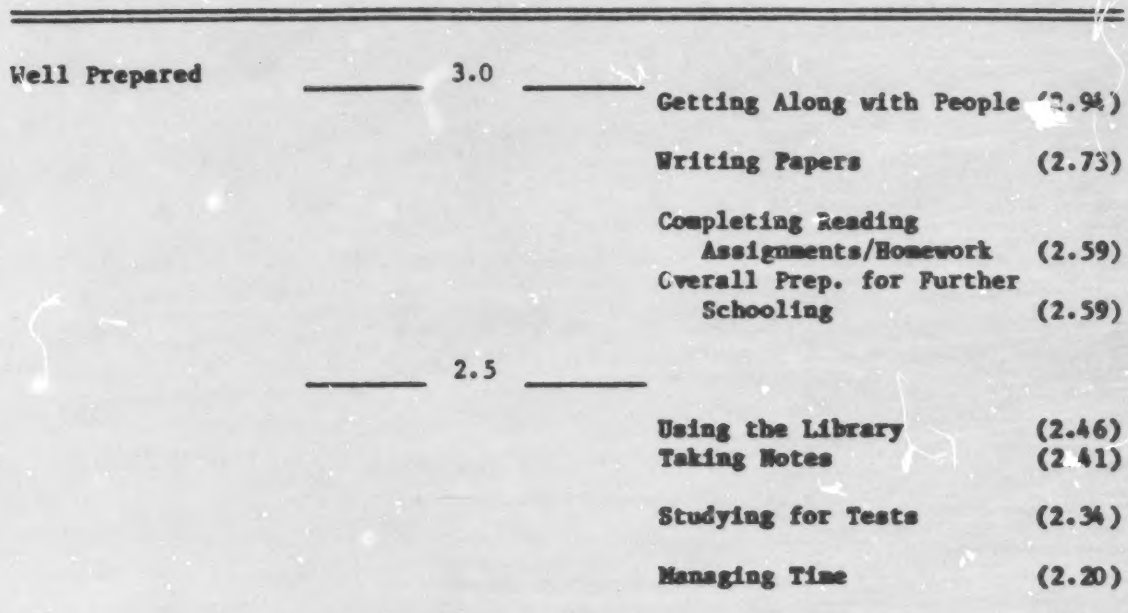
- Ratings of preparedness varied considerably by high school (see Table D-2 of Appendix D).

FIGURE 2
Ratings of Preparation in School-Related Skills



Note: Ratings were 4 = very well prepared; 3 = well prepared; 2 = fair preparation; 1 = poor preparation; and 0 = very poor preparation.

QUALITY OF PREPARATION IN ENTRY JOB-RELATED SKILLS

Ratings of preparation in job-related skills were mixed as well.

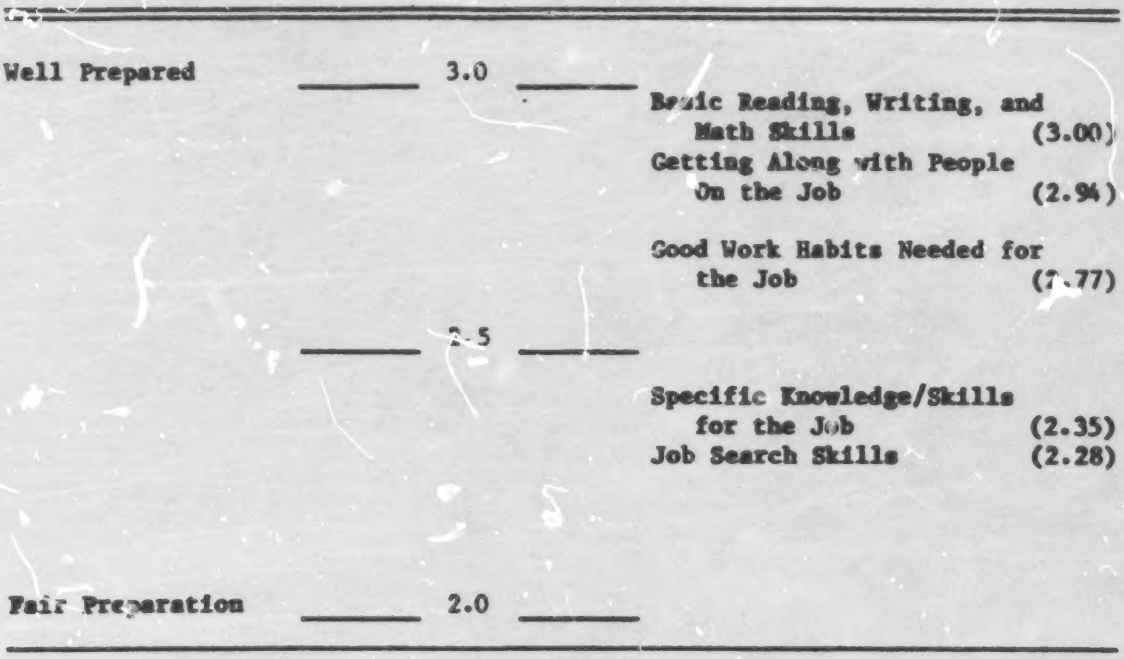
- The students felt well prepared in the basic skills of reading, writing, and mathematics needed for the job, getting along with people on the job; and in good work habits needed for the job. They felt only fairly prepared, however, in job search skills and specific knowledge or skills required for an entry-level job (see Figure 3).

- By sex and race, black males and females felt the best prepared in job-related skills; and white, Hispanic, and Asian males felt the worst prepared. Table E-1 of Appendix E presents these findings in detail by sex and race.

- Female students rated their preparation in job-related skills significantly higher than did male students.

- Ratings of preparation in job-related skills varied considerably by high school (see Table E-2 of Appendix E).

FIGURE 3
Ratings of Preparation in Entry Job-Related Skills


Well Prepared
3.0
Basic Reading, Writing, and Math Skills (3.00)
Getting Along with People On the Job (2.94)
Good Work Habits Needed for the Job (2.77)
2.5
Specific Knowledge/Skills for the Job (2.35)
Job Search Skills (2.28)
Fair Preparation
2.0

Note: Ratings were 4 = very well prepared; 3 = well prepared; 2 = fair preparation; 1 = poor preparation; and 0 = very poor preparation.

EFFECTIVENESS OF TEACHERS

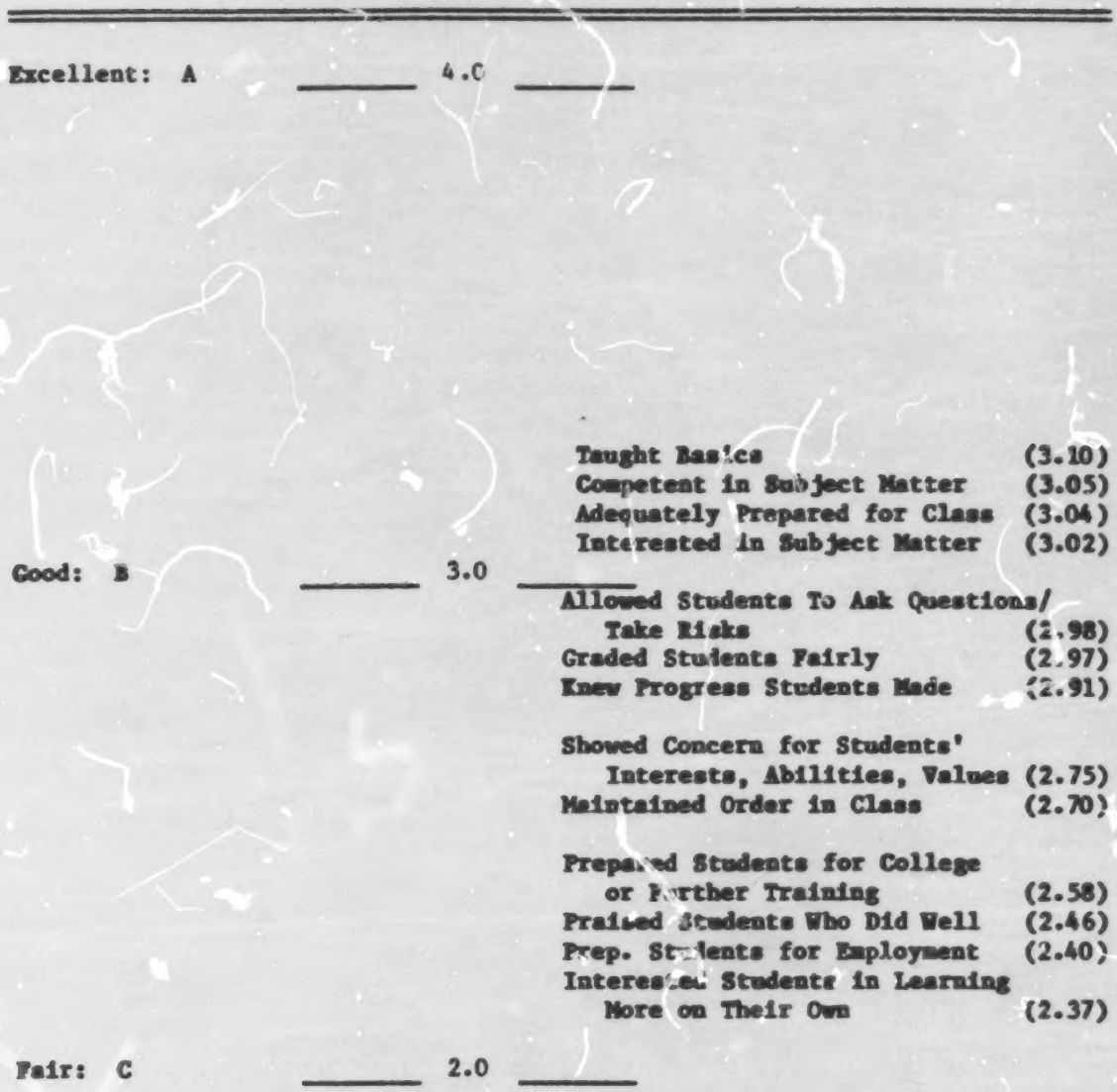
The students were generally positive towards their teachers, rating them B or better in several aspects of their classroom performance and B- to C+ in the rest. Figure 4 presents the ratings received by the teachers.

- By sex and race, white and Asian females were the most positive about their teachers, rating them significantly higher than the MCPS average in 12 out of 13 areas. White males were the most negative, rating the teachers significantly lower than the average in all 13 areas. Black males also were quite negative towards the teachers, rating them significantly lower than the average in 10 areas. Table F-1 of Appendix F contains the teacher ratings by sex and race.

- Female students rated their teachers significantly higher than did male students.

- Considerable differences were noted in the teacher ratings by high school (see Table F-? in Appendix F).

FIGURE 4
Ratings of Teacher Behaviors/Attributes


Excellent: A
4.0
Good: B
3.0
Fair: C
2.0
Taught Basics (3.10)
Competent in Subject Matter (3.05)
Adequately Prepared for Class (3.04)
Interested in Subject Matter (3.02)
Allowed Students To Ask Questions/ Take Risks (2.98)
Graded Students Fairly (2.97)
Knew Progress Students Made (2.91)
Showed Concern for Students' Interests, Abilities, Values (2.75)
Maintained Order in Class (2.70)
Prepared Students for College or Further Training (2.58)
Praised Students Who Did Well (2.46)
Prep. Students for Employment (2.40)
Interested Students in Learning More on Their Own (2.37)

Note: The ratings used were 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

EFFECTIVENESS OF COUNSELING AND CAREER AWARENESS

Several questions in the student survey addressed the types of counseling services they received and their perceptions of the helpfulness of these services. For discussion purposes, counseling is divided into 1) general counseling, including problems concerning grades, personal matters, or other problems in school; and 2) career awareness, including assessment of

interests and abilities, provision of information about places to pursue specific training, and activities related to college selection and the application process. Additional questions on the survey probed the helpfulness of the entire school staff (counselors, teachers, administrators, and so on) in fulfilling guidance functions.[7]

General Counseling

Generally, the students felt that the guidance counselors were accessible and that they had enough time with them as needed to resolve their problems; however, only slightly more than half of the students felt that the counselor knew them and understood their special interests regarding friends, school, and the future. Three-fourths of the students had sought help from someone in their high school (a teacher, counselor, administrator, and others) in counseling areas but felt these people had been of little help.

- Little difference was noted in the responses by sex and race regarding the accessibility of the counselors or how understanding they were (see Table G-1).

- Considerable differences were found in students' opinions of the counselors at the various high schools (see Table G-2).

- Reports concerning the helpfulness of the overall school staffs show that Hispanic and black females were the most positive about the help they had received, and white males were the most negative (see Table G-3). Additionally, Hispanic and black students sought help from the staffs more often than did whites and Asians (see Table G-4).

- Female students found the high school staffs to be significantly more helpful than did male students, although female students sought help slightly less often than did males. Help obtained regarding personal problems was a particularly poor area according to male students.

- Results by high school showed differences in the perceptions of the staff in general counseling help (see Table G-5).

Career Awareness and College Selection

In general, students were aware of the existence of a career center in their high school; made use of the career center to obtain information about schools, employment, or careers; and found the career center staff to be

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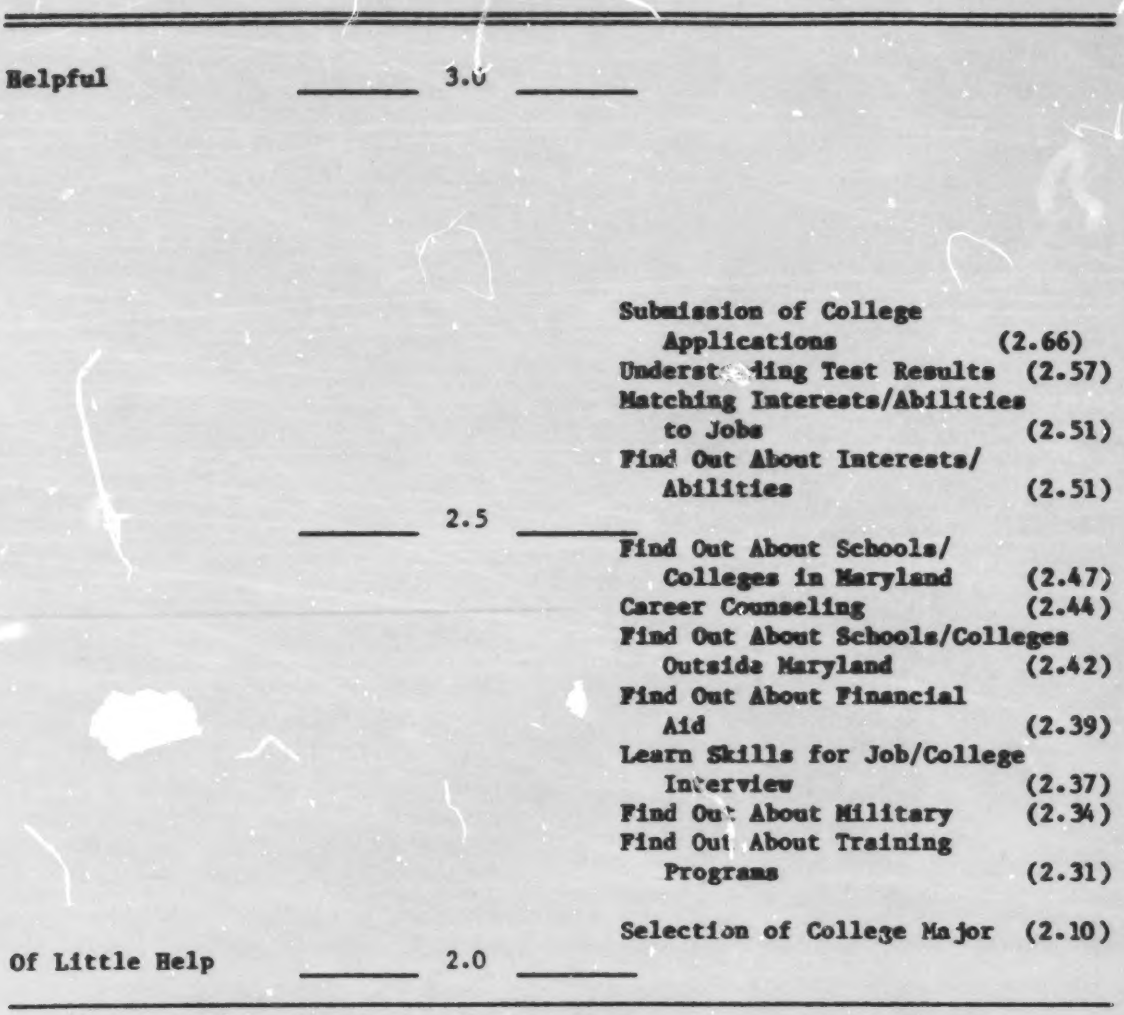
7. Where possible, findings in these areas have been attributed to specific job functions, e.g., the guidance counselors or the career center staff. However, it is recognized that all school staff may assist students in these areas and that some high schools may have allocated counseling functions somewhat differently from the way they are presented here. Therefore, when interpreting these results, school staff should be cognizant of the division of responsibilities within their own school.

helpful and accessible. Major purposes for using the career center included; obtaining information about colleges and financial aid (44 percent); obtaining information about employment, careers, or the military (20 percent); or obtaining information about college or career testing (4 percent).

However, the students rated the assistance they received from their high school staffs (counselors, teachers, administrators, and others) in career awareness only somewhat helpful or of little or no help. Figure 5 presents the ratings of the high school staffs in career awareness functions. In light of these low ratings it is disturbing to note that 28 percent of the students sought and paid for academic testing services from agencies outside the school system, 21 percent paid for career counseling from outside agenices, and 17 percent paid for assistance in obtaining financial aid (see Table G-6).

FIGURE 5
Ratings of High School Staffs in Career Awareness and College Selection Activities


Helpful
3.0
2.5
Of Little Help
2.0
Submission of College Applications (2.66)
Understanding Test Results (2.57)
Matching Interests/Abilities to Jobs (2.51)
Find Out About Interests/ Abilities (2.51)
Find Out About Schools/ Colleges in Maryland (2.47)
Career Counseling (2.44)
Find Out About Schools/Colleges Outside Maryland (2.42)
Find Out About Financial Aid (2.39)
Learn Skills for Job/College Interview (2.37)
Find Out About Military (2.34)
Find Out About Training Programs (2.31)
Selection of College Major (2.10)

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- There were minimal differences in the ratings of the career center and/or its staff by students from various sex/race groups (see Table G-7).

- Black students had the largest percentage that had visited the center, and Hispanic students had the lowest percentage. Black students also visited the career center most often. More female students visited the center than did male students.

- Student use of the career center varied by high school (see Table G-8).

- Regarding the helpfulness of the school staff in career awareness areas, white and Hispanic males were most negative; but black and Asian males and females were the most positive (see Table G-9). Black students sought the most help from their high school staffs in career awareness, and white students sought the least help (see Table G-10).

- Ratings of the staff in career awareness issues varied by high school (see Table G-11).

- Asian and black females rated their high school staffs most positively in their helpfulness in the college selection and application process, and white males rated the staffs most negatively (see Table G-12).

- Black and Asian students sought the most help from their high school staffs in college selection/application, and white students sought the least help (see Table G-13).

- Differences were found in the helpfulness of the high school staffs in college selection/application activities (see Table G-14).

PARTICIPATION IN SCHOOL, COUNTYWIDE, OR STATEWIDE EXTRACURRICULAR ACTIVITIES

Students' reports of their participation in school nonathletic extracurricular activities while in high school show the most popular activities to be student council/student government (20 percent of the students), newspaper/yearbook (18 percent), and other school clubs (28 percent).

The data indicate that there are some activities, particularly school clubs, in which minority participation is high and others in which participation is not as good (see Table H-1 of Appendix H). However, in general, Hispanic students participate the least in extracurricular activities.

- Black females had the highest participation rate in cheerleaders/pom pons and in student council or other political clubs and organizations.

- Asian students (especially females) had the highest participation in school honors clubs.

- Black and white students had the highest particpation rates in student council or other political clubs/organizations.

- With the exception of band/orchestra, female students participated in extracurricular activities more than male students.

Participation in statewide or countywide honors cultural arts programs shows a mixed pattern.

- Black and Hispanic students participated most heavily in the summer school for the performing arts and the high school honors chorus.
- Asian and white males participated most heavily in the honors instrumental music programs.

Participation in extracurricular activities varied by high school (see Table H-2).

POSTSECONDARY EDUCATIONAL PLANS AND CAREER GOALS

Long-range Educational Goals

Thirty-six percent of the graduates plan to obtain a master's degree, Ph.D., or other professional degree by the time they finish their schooling; and another 34 percent plan to obtain at least a bachelor's degree (see Table 5). Asian males have the highest educational goals, and black males have the lowest educational goals.

Career Goals

Table I-1 of Appendix I presents the most popular of the career goals as stated by the graduates. Thirty percent of the students are pursuing careers in science or math, including engineering, computers, and medicine; 15 percent are pursuing careers in business; and 16 percent are interested in arts, humanities, or social sciences.

- Males are much more interested in engineering careers than are females, and females are more interested in arts/humanities than are males. Responses are similar, however, for males and females concerning careers in the computer field.
- Asian students continue to show considerable interest in the math and science areas and are joined in this interest by Hispanic males. However, white and Hispanic females demonstrate little interest in the math/science careers.

Table I-2 presents the graduates' plans for school and/or work during the year following graduation. Sixty-seven percent of the students were planning to attend college full time, and another 12 percent were planning to attend college part time.

- Asian students planned to attend postsecondary school in the highest numbers, while black males planned to attend postsecondary school in the lowest numbers.
- Sixteen percent of the students planned to work full time after high school graduation, and another 36 percent planned to work part time. Thus, about 35-40 percent of the students were plan to work full or part time while they attended college full or part time.

TABLE 5
Educational Plans of Students by Sex and Race

Sex/Race	High School/ Undecided	1-3 Yrs. Trade/ Tech./Bus. Sch.	2 Years College	Bachelor's Degree	Master's Degree	Ph.D./Prof. Degree
White Males	15*	7	8	31	22	17
White Females	11	6	12	33	24	14
Black Males	21	10	13	25	18	13
Black Females	11	12	16	20	21	21
Hispanic Males	10	8	11	20	24	26
Hisp. Females	7	9	20	26	18	20
Asian Males	7	3	8	28	29	25
Asian Females	11	5	11	33	24	17
All Males	15	7	9	30	22	17
All Females	11	6	13	31	24	15
All Students	13	7	11	31	23	16

* Note: numbers are percentages of each sex/race group.

Table 6 presents the types of colleges that the students planned to attend the year after high school graduation. Twenty-seven percent of those attending postsecondary school planned to attend junior colleges (all but 1 percent at Montgomery College), and another 27 percent planned to attend the University of Maryland or other state colleges in Maryland.

- Asian and white males and females were planning to attend the most prestigious of the colleges and universities, and Hispanic females and black females were planning to attend the least prestigious colleges and universities.

- Hispanic males and females had the highest percentages planning to attend junior colleges.

Table 7 presents the college choices by high school of attendance. Down-county schools had the highest percentage of students planning to attend the Ivy League and other competitive colleges and universities.

TABLE 6
Percentage of Students Attending Different Types of Colleges by Sex and Race

College Type	White Males	White Females	Black Males	Black Females	Hispanic Males	Hispanic Females	Asian Males	Asian Females	Total
Ivy League[a]	3	3	2	4	3	1	9	6	3
Very, Most, Highly Competet. Private	17	17	7	3	10	5	12	14	15
Very, Most, Highly Competet. Public	9	9	6	5	5	1	5	2	8
Competet. to Non-Compet. Private	7	9	19	19	14[b]	15[c]	2	7	8
Competet. to Non-Compet. Public	34	33	34	27	27	27	43	38	34[d]
Junior College	26	26	25	33	41	46	27	32	27[e]
Trade/Technical/ Business School	4	4	7	8	3	5	2	1	4

a. Colleges are rated as in Barrons' Profiles of American Colleges, 1982.

b. Ten of the 14 percent are attending foreign colleges.

c. Seven of the 15 percent are attending foreign colleges.

d. Nineteen percent are attending the University of Maryland at College Park, 2 percent are attending the other campuses of the University of Maryland, and 5 percent are attending other Maryland state colleges, such as Frostburg, Towson, Salisbury, and St. Mary's.

e. Twenty-six percent are attending Montgomery College (21 percent in Rockville, 3 percent in Germantown, and 2 percent in Takoma Park).

TABLE 7
Percentage of Students by High School Planning To Attend Different Types of Colleges

College Type/ High School	Ivy League *	Very, Most, Highly Compet. Private	Very, Most, Highly Compet. Public	Compet. to Non-Compet. Private	Compet. to Non-Compet. Public	Junior College	Trade/ Tech./ Business School	% Not Attending School/ Undecided
B-CC	8 **	20	7	7	17	12	2	26
Blair	0	5	1	8	23	25	5	33
Churchill	4	18	12	7	26	11	2	19
Damascus	0	4	4	6	13	34	1	37
Einstein	1	8	3	3	30	29	7	19
Gaithersburg	1	8	4	4	17	28	4	33
W. Johnson	6	17	2	8	27	16	2	21
Kennedy	2	7	4	8	33	19	3	23
Magruder	1	10	9	6	25	23	1	24
R. Montgomery	2	9	5	4	16	24	2	37
Northwood	0	5	3	2	30	23	5	31
Paint Branch	3	7	3	5	30	20	3	29
Peary	1	6	5	6	21	29	3	28
Poolesville	0	6	9	3	21	12	2	48
Rockville	3	11	6	6	24	17	3	30
Seneca Valley	1	8	9	8	21	24	3	27
Sherwood	1	4	3	5	30	24	3	29
Springbrook	2	11	5	7	33	15	1	25
Wheaton	0	1	1	4	19	27	5	42
Whitman	6	25	8	11	21	8	2	19
Woodward	4	17	8	8	25	17	1	19
Wootton	2	17	7	7	31	11	2	22
Total	2	11	6	6	24	21	3	27

* College categories were obtained from Barrons' Profiles of American Colleges, 1982.

** Percentages are based on students' self-report of their plans.

CONCLUSIONS

On balance, the data indicate that MCPS is doing many things well, but in several areas there is room for improvement. The students report that they have been well prepared in the basics, but ratings in other areas are mixed. Differences in terms of sex and race and/or high school of attendance indicate that perceptions of the educational program and students' reports of their enrollment in the various course areas are not uniform countywide.

Table 8 presents a summary of the study findings by sex and race. A (+) in the table indicates that the finding is significantly better than the MCPS average, and a (-) indicates that it is significantly worse. A blank indicates that the finding was just about at the MCPS average.

Findings by high school indicate that students in several schools are quite happy with the services that were provided to them, while students at other schools are dissatisfied.

Ratings of the helpfulness of the school staffs in various areas show that they tend to be accessible and helpful at times, but the students generally express the desire for staff to become more responsive and aware of their individual needs.

Examination of the student reports in light of the priorities adopted by the Board of Education on September 13, 1983, provides another perspective on specific areas where the MCPS program is achieving the goals and where progress needs to be made. Specifically:

Priority 1A: Improve Student Test Performance in English, Mathematics, and Science/Technology

The students feel that they have received a sound foundation in the basics of English, social studies, and computational skills necessary for entry-level employment. They do not feel as well prepared, however, in the higher level mathematics and science courses.

Priority 1B: Teaching and Learning Higher Order Intellectual Skills

The students do not feel well prepared in the areas of taking notes, using the library, or studying for tests. Nor do they feel that their teachers instilled in them a desire to learn more on their own.

Priority 2B: Minority Student Participation in Programs for the Gifted and Talented, Higher Level Academic Courses, and Extracurricular Activities

The findings by sex and race indicate that black males and females and Hispanic females have not enrolled in the quantity of academic courses that was observed for other students, and in the case of black females, this reduction in academics was replaced with a heavy enrollment in vocational

courses. Additionally, choice of a postsecondary educational institution appears to be linked most closely to where the students live and go to high school, which is linked to students' race in many instances.

TABLE 8
Summary Table of Study Findings by Sex and Race

Study Area	White Males	White Females	Black Males	Black Females	Hispanic Males	Hispanic Females	Asian Males	Asian Females
Number of Academic Courses Taken								
Mathematics	+	-	-	-		-	+	+
Science	+	-	-	-		-	+	+
Foreign Language		+	-	-	-	+		+
Social Studies		+	-	-		-	-	-
Percentage Enrollment in Elective Courses								
Art	-	+	+		+	+		-
Music	-			+	-	-		
Driver Education				+	-	-		-
Percentage Enrollment in Vocational Courses								
Business Education	-	+	-	+	-	+	-	+
Trade/Tech. Educ.	+	-	+	-	+	-	+	-
Occup. Home Economics	-	+	-	+	-	+	-	+
Coop. Education	-	-		+	-		-	-
Ratings of Academic Course Quality			-	-	+	+	+	+
Ratings of Elective Course Quality			+	+	+		-	+
Ratings of Vocational Course Quality	-	+		+		+		+
Preparation in School Skills	-	+	-		-	-		+
Preparation in Job Skills	-	+	+	+	-	+	-	
Ratings of Teacher Effectiveness	-	+	-	+		+		+
Ratings of General Counseling	-	+		+		+	+	+
Ratings of Career/College Counseling	-		+	+	-		+	+
Ratings of Job Counseling	-		+		-			
Postsecondary Educational Goals			-		+	-	+	+
Career Goals		-	-	+	+	-	+	+
Postsecondary School Choice	+	+	-	-	-	-	+	+

+ = significantly above the MCPS average.
- = significantly below the MCPS average.
Blank = at the MCPS average.

Rate of participation by racial/ethnic groups in extracurricular activities varied by activity. However, Hispanic students tended to participate the least in all types of extracurricular activities.

Priority 3: Increase Organizational Effectiveness and Employee Capabilities

The students' ratings of their teachers indicate that they feel that their teachers were adequately prepared to teach the basics and that they effectively managed their classrooms. Overall, however, the students did not seem to feel that their teachers and other school staff were interested in them, personally, as students or as individuals, or that they inspired the students to pursue additional knowledge on their own.

Priority 4: Improve Students' Abilities in Independent Learning, Responsible Citizenry, and Effective Group Membership

The students reported that they were well prepared in getting along with other people both in school and on the job. They feel well prepared in basic skills and, by self-report, have taken the initiative in finding out about prospective careers, educational programs, and jobs.

These findings are not suprising, given that the students who responded to this survey received their educational program prior to the implementation of these priority goals. Movement towards fulfillment of these goals will be monitored closely in follow-up studies of subsequent graduating classes.

APPENDIX A

COURSE ENROLLMENTS BY SEX AND RACE

TABLE A-1
Student Enrollment in Mathematics by Sex and Race

Sex/Race	Two Years		2.5 or 3 Years		More Than 3 Years	
	No.	%	No.	%	No.	%
White Males	348	13*	629	24*	1,660	63*
White Females	460	16	897	32	1.493	52
Black Males	66	22	79	26	154	52
Black Females	90	25	124	35	145	40
Hispanic Males	17	14	34	28	69	58
Hispanic Females	30	25	38	31	53	44
Asian Males	25	12	45	21	140	67
Asian Females	24	14	34	20	110	66
All Males	456	14	787	24	2,023	62
All Females	604	17	1,093	31	1,801	51
Total	1,060	16	1,880	28	3,824	57

* Numbers are percentages of each sex/race group.

TABLE A-2
Student Enrollment in Science by Sex and Race

Sex/Race	Two Years		2.5 or 3 Years		More Than 3 Years	
	No.	%	No.	%	No.	%
White Males	692	26*	813	31*	1,122	43*
White Females	969	34	945	33	936	33
Black Males	106	36	110	38	77	26
Black Females	152	43	123	35	79	22
Hispanic Males	39	32	37	30	46	38
Hispanic Females	54	45	38	31	29	24
Asian Males	52	25	44	21	112	54
Asian Females	55	33	37	22	75	45
All Males	889	27	1,004	31	1,357	42
All Females	1,230	35	1,143	33	1,119	32
Total	2,119	31	2,147	32	2,476	37

* Numbers are percentages of each sex/race group.

TABLE A-3
Student Enrollment in Foreign Language by Sex and Race

Sex/Race	None		Up to 2 Years		2, 3 or 3 Yrs.		More Than 3 Yrs.	
	No.	%	No.	%	No.	%	No.	%
White Males	686	27*	1,088	42*	504	19*	310	12*
White Females	439	16	1,079	38	691	24	617	22
Black Males	120	41	113	39	26	9	30	10
Black Females	108	31	123	35	63	18	54	16
Hispanic Males	36	31	44	37	19	16	19	16
Hispanic Females	22	19	43	36	21	18	32	27
Asian Males	57	29	67	34	34	17	39	20
Asian Females	29	18	48	30	46	29	37	23
All Males	899	28	1,313	41	583	18	398	12
All Females	598	17	1,293	37	821	24	740	21
Total	1,497	23**	2,606	39	1,404	21	1,138	17

* Numbers are percentages of each sex/race group.

** Note: This percentage differs somewhat from enrollment figures presented earlier due to some missing responses on the part of students.

TABLE A-4
Students Who Took More Than Three Years of Social Studies by Sex and Race

Sex/Race	Number of Students	Percentage of Students
White Males	1,038	40*
White Females	1,248	44
Black Males	102	34
Black Females	99	28
Hispanic Males	47	39
Hispanic Females	38	31
Asian Males	72	34
Asian Females	62	36
All Males	1,259	39
All Females	1,447	41
Total	2,706	40

* Numbers are percentages of each sex/race group.

TABLE A-5
Enrollment in Art, Music, and Driver Education by Sex and Race

Sex/Race	Art Enrollment		Music Enrollment		Driver Ed. Enroll.	
	N	%	N	%	N	%
White Males	1,200	45*	912	34*	1,675	63*
White Females	1,565	54	1,125	39	1,899	66
Black Males	161	53	119	39	197	64
Black Females	181	49	166	45	248	68
Hispanic Males	73	59	35	28	64	52
Hispanic Females	72	59	39	32	73	60
Asian Males	109	51	76	36	140	66
Asian Females	80	47	58	34	104	61
All Males	1,545	47	1,145	35	2,081	63
All Females	1,900	54	1,389	39	2,329	66
Total	3,445	50	2,534	37	4,410	64

* Numbers are percentages of each sex/race group.

TABLE A-6
Enrollment in Vocational Courses by Sex and Race

Sex/Race	Business Ed.		Trade/Tech. Ed.		Occ. Home Econ.		Coop. Educ.	
	N	%	N	%	N	%	N	%
White Males	1,482	56*	1,156	44*	487	18*	423	16*
White Females	2,242	78	278	10	1,611	56	616	16
Black Males	174	57	116	38	99	32	52	17
Black Females	294	80	38	10	203	55	110	30
Hispanic Males	55	45	54	44	22	18	14	11
Hispanic Females	97	80	10	8	66	54	25	20
Asian Males	118	55	79	37	20	9	21	10
Asian Females	123	72	7	4	70	41	19	11
All Males	1,833	55	1,409	43	630	19	510	15
All Females	2,761	78	335	9	1,953	55	772	22
Total	4,594	67	1,744	25	2,583	38	1,282	19

* Numbers are percentages of each sex/race group.

APPENDIX B

COURSE RATINGS BY SEX AND RACE

TABLE B-1
Mean Ratings of Academic Courses by Sex and Race of Students

Sex/Race	English	Social Studies	Foreign Language	Math	Science	Overall Academic*
White Males	2.83-	2.95+	2.35-	2.67	2.75+	2.73
White Females	2.95+	2.89	2.48	2.64-	2.69-	2.74
Black Males	2.77-	2.71-	2.33-	2.57-	2.59-	2.62-
Black Females	2.80-	2.75-	2.66+	2.60-	2.55-	2.67-
Hispanic Males	2.88	2.99+	2.80+	2.67	2.94+	2.86+
Hispanic Females	3.03+	3.01+	2.84+	2.77+	2.78+	2.89+
Asian Males	2.78-	2.85-	2.55+	2.99+	2.90+	2.83+
Asian Females	2.96+	2.94+	2.74+	2.98+	2.81+	2.89+
All Males	2.82-	2.92+	2.38-	2.68	2.75+	2.73
All Females	2.94+	2.88-	2.52+	2.66	2.68-	2.75
All Students	2.88	2.90	2.46	2.67	2.71	2.74
No. Students	6725	6677	5012	6634	6541	

* Obtained by averaging the ratings for the five subject areas for each student.

Note: 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

TABLE B-2
Percentage of Students by Sex and Race Rating Academic Courses "Excellent"

Sex/Race	English	Social Studies	Foreign Language	Math	Science
White Males	17	25	13	19	19
White Females	22	24	16	18	15
Black Males	16	16	14	14	11
Black Females	19	19	22	17	17
Hispanic Males	17	29	27	16	25
Hispanic Females	25	31	28	27	21
Asian Males	16	22	14	32	27
Asian Females	25	26	22	33	21
All Males	17	24	14	19	19
All Females	23	24	18	19	17
All Students	20	24	16	19	18

TABLE B-3
Percentage of Students by Sex and Race Rating Academic Courses
"Poor or Unsatisfactory"

Sex/Race	English	Social Studies	Foreign Language	Math	Science
White Males	4	3	19	10	8
White Females	3	5	15	11	7
Black Males	4	4	19	9	9
Black Females	5	6	10	11	10
Hispanic Males	3	3	10	6	2
Hispanic Females	2	3	9	9	4
Asian Males	5	5	13	6	6
Asian Females	5	4	11	7	7
All Males	4	4	18	10	7
All Females	3	5	14	10	7
All Students	4	4	16	10	7

TABLE B-4
Mean Ratings of PE/Electives by Sex and Race of Students

Sex/Race	Art	Music	Health/ Phys. Educ.	Driver Education	Overall PE/Elect.*
White Males	2.74-	2.78-	2.95+	3.04	2.91
White Females	2.92+	2.99+	2.80-	3.05	2.92
Black Males	2.80-	3.03+	3.26+	3.17+	3.10+
Black Females	2.96+	3.07+	3.04+	3.09+	3.04+
Hispanic Males	3.03+	2.60-	3.20+	2.91-	3.02+
Hispanic Females	3.06+	3.00+	2.86-	2.85-	2.93
Asian Males	2.93+	2.71-	2.98+	2.73-	2.86-
Asian Females	3.19+	3.05+	2.97+	2.73-	2.96+
All Males	2.77-	2.80-	2.99+	3.03	2.93
All Females	2.94+	3.00+	2.84-	3.03	2.94
All Students	2.87	2.91	2.91	3.03	2.93
No. Students	3445	2534	6183	4410	

* Obtained by averaging the ratings for the four subject areas for each student.

Note: 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

TABLE B-5
Percentage of Students by Sex and Race Rating PE/Electives "Excellent"

Sex/Race	Art	Music	Health/ Phys. Educ.	Driver Education
White Males	23	29	32	34
White Females	30	37	21	31
Black Males	24	39	47	46
Black Females	35	40	37	37
Hispanic Males	37	26	42	31
Hispanic Females	35	41	18	25
Asian Males	33	25	41	24
Asian Females	41	31	26	23
All Males	25	29	33	34
All Females	31	37	22	31
All Students	28	34	28	33

TABLE B-6
Percentage of Students by Sex and Race Rating PE/Electives "Poor or Unsatisfactory"

Sex/Race	Art	Music	Health/ Phys. Educ.	Driver Education
White Males	8	11	7	5
White Females	7	8	6	4
Black Males	7	8	2	7
Black Females	9	5	4	4
Hispanic Males	7	20	2	3
Hispanic Females	3	8	4	7
Asian Males	7	10	8	10
Asian Females	2	3	1	9
All Males	8	11	6	5
All Females	7	7	6	5
All Students	7	9	6	5

TABLE B-7
Mean Ratings of Vocational Courses by Sex and Race of Students

Sex/Race	Business Education	Trade/Tech. Education	Occup. Home Econ.	Coop. Educ.	Overall Vocat'l.*
White Males	2.69-	2.99	2.63-	3.01-	2.82-
White Females	2.91+	2.83-	2.89+	3.21+	2.94+
Black Males	2.93+	2.89-	2.78-	3.00-	2.89
Black Females	3.08+	2.63-	3.00+	3.24+	3.06+
Hispanic Males	2.58-	3.22+	2.82-	2.86-	2.88
Hispanic Females	2.90+	2.80-	3.23+	3.16	3.04+
Asian Males	2.83	3.08+	2.75-	2.90-	2.91
Asian Females	3.09+	3.00	2.94+	2.84-	3.02+
All Males	2.72-	3.00	2.66-	3.00-	2.83-
All Females	2.93+	2.81-	2.92+	3.20+	2.96+
All Students	2.85	2.96	2.85	3.12	2.90
No. Students	4594	1744	2583	1282	

* Obtained by averaging the ratings of the four courses for each student.

Note: 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

TABLE B-8
Percentage of Students by Sex and Race Rating Vocational Courses "Excellent"

Sex/Race	Business Education	Trade/Tech. Education	Occup. Home Econ.	Coop. Educ.
White Males	19	35	15	36
White Females	26	25	26	44
Black Males	26	31	19	29
Black Females	40	26	32	46
Hispanic Males	22	44	32	29
Hispanic Females	24	40	42	48
Asian Males	22	42	10	24
Asian Females	34	29	30	32
All Males	20	36	16	35
All Females	28	26	27	45
All Students	25	33	25	40

TABLE B-9

Percentage of Students by Sex and Race Rating Vocational Courses "Poor or Unsatisfactory"

Sex/Race	Business Education	Trade/Tech. Education	Occup. Home Econ.	Coop. Educ.
White Ma s	10	7	8	7
White Females	6	7	6	5
Black Males	3	7	5	4
Black Females	5	16	3	3
Hispanic Males	13	4	5	7
Hispanic Females	1	10	3	8
Asian Males	7	6	0	5
Asian Females	5	0	3	11
All Males	9	7	7	6
All Females	6	8	5	5
All Students	7	7	6	5

TABLE B-10
Overall Ratings of Course Areas by Sex and Race of Students

Sex/Race	Academics	PE/Electives	Vocational	Overall
White Males	2.73	2.91	2.82-	2.80-
White Females	2.74	2.92	2.94+	2.83+
Black Males	2.62-	3.10+	2.89	2.81
Black Females	2.67-	3.04+	3.06+	2.86+
Hispanic Males	2.86+	3.02+	2.88	2.91+
Hispanic Females	2.89+	2.93	3.04+	2.93+
Asian Males	2.83+	2.86-	2.91	2.85+
Asian Females	2.89+	2.96+	3.02+	2.93+
All Males	2.73	2.93	2.83-	2.80-
All Females	2.75	2.94	2.96+	2.84+
All Students	2.74	2.93	2.90	2.82

Note: 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

APPENDIX C

RATINGS OF COURSES BY HIGH SCHOOL

TABLE C-1
Mean Ratings of Academic Courses by High School

High School	English	Social Studies	Foreign Language	Math	Science	Overall Academic
Bethesda-Chevy Chase	2.79	3.21	2.58	2.70	2.76	2.82
Blair	2.86	2.78	2.65	2.72	2.72	2.76
Churchill	2.85	3.14	2.51	2.78	2.70	2.81
Damascus	3.08	2.66	2.13	2.53	2.73	2.66
Einstein	3.08	3.08	2.42	3.04	2.67	2.89
Gaithersburg	2.94	2.71	2.38	2.58	2.71	2.68
Walter Johnson	3.15	3.00	2.37	2.20	2.78	2.72
Kennedy	3.03	2.68	2.57	2.41	2.67	2.68
Magruder	2.66	2.84	2.86	2.61	2.60	2.71
Richard Montgomery	2.73	2.77	1.95	2.57	2.99	2.64
Northwood	2.74	2.90	2.39	2.39	2.81	2.67
Paint Branch	2.81	2.78	2.56	2.68	2.76	2.73
Peary	2.85	2.95	2.33	2.78	2.65	2.75
Poolesville	2.23	3.29	2.69	2.73	2.91	2.77
Rockville	3.11	2.78	2.32	2.81	2.69	2.76
Seneca Valley	2.89	2.78	2.60	2.50	2.81	2.72
Sherwood	2.82	3.05	2.21	2.80	2.49	2.71
Springbrook	2.76	3.00	2.39	2.83	2.51	2.71
Wheaton	3.06	2.88	2.36	2.71	2.71	2.78
Whitman	2.79	3.04	2.46	2.49	2.75	2.71
Woodward	2.77	2.88	2.34	3.07	2.71	2.76
Wootton	3.03	2.82	2.68	2.88	2.73	2.83
Total County	2.88	2.90	2.46	2.67	2.71	2.74
No. Students	6725	6677	5012	6634	6541	

TABLE C-2
Mean Ratings of PE/Electives by High School

High School	Art	Music	Health/ Phys. Educ.	Driver Education	Overall PE/Elect.
Bethesda-Chevy Chase	3.00	3.17	2.63	3.04	2.89
Blair	3.05	3.18	3.04	2.77	3.00
Churchill	2.77	2.69	2.88	2.97	2.85
Damascus	2.49	3.29	2.97	3.20	3.01
Einstein	3.25	3.42	2.75	3.04	3.01
Gaithersburg	2.66	2.44	2.89	3.13	2.84
Walter Johnson	3.01	2.75	2.82	2.83	2.86
Kennedy	3.09	2.71	2.94	3.10	2.98
Magruder	3.02	3.27	2.52	3.03	2.86
Richard Montgomery	2.65	2.52	2.71	2.80	2.69
Northwood	2.81	2.99	3.03	2.92	2.95
Paint Branch	3.00	3.02	3.02	3.26	3.08
Peary	2.65	2.71	2.73	3.13	2.83
Poolesville	2.40	2.54	3.25	3.22	2.90
Rockville	2.88	3.02	3.00	3.01	2.99
Seneca Valley	3.02	3.10	3.14	3.19	3.12
Sherwood	2.83	2.94	2.83	3.26	2.98
Springbrook	2.86	3.08	2.95	3.30	3.04
Wheaton	2.56	2.69	2.99	3.05	2.87
Whitman	2.98	2.82	3.02	2.58	2.89
Woodward	2.96	2.87	3.00	3.11	3.00
Wootton	2.72	3.00	2.89	2.78	2.84
Total County	2.87	2.91	2.91	3.03	2.93
No. Students	3445	2534	6183	4410	

TABLE C-3
Mean Ratings of Vocational Courses by High School

High School	Business Education	Trade/Tech. Education	Occup. Home Econ.	Coop. Educ.	Overall Vocat'l.
Bethesda-Chevy Chase	2.39	3.17	2.76	3.05	2.72
Blair	3.14	3.17	2.98	3.11	3.10
Churchill	2.70	2.74	2.96	3.28	2.84
Damascus	2.92	3.08	2.81	3.05	2.96
Einstein	3.35	2.71	2.98	3.24	3.14
Gaithersburg	2.95	3.28	2.75	3.16	2.99
Walter Johnson	2.75	2.68	3.20	3.00	2.89
Kennedy	3.28	2.82	3.20	3.30	3.20
Magruder	3.12	2.82	2.64	3.25	2.96
Richard Montgomery	2.81	2.78	2.56	2.92	2.76
Northwood	2.75	3.03	2.81	3.20	2.87
Paint Branch	2.97	3.13	2.59	3.14	2.95
Peary	2.68	2.93	2.60	2.74	2.71
Poolesville	3.00	2.89	2.86	3.65	3.04
Rockville	2.93	3.15	3.11	2.94	3.02
Seneca Valley	2.84	2.91	2.90	3.39	2.94
Sherwood	3.02	2.93	2.80	3.09	2.97
Springbrook	2.98	3.05	2.64	3.35	2.93
Wheaton	2.94	2.76	3.08	3.04	2.97
Whitman	2.28	2.96	2.72	3.14	2.59
Woodward	2.48	2.80	2.72	2.82	2.64
Wootton	2.75	2.87	2.95	2.78	2.82
Total County	2.85	2.96	2.85	3.12	2.90
No. Students	4594	1744	2583	1282	

TABLE C-4
Overall Ratings of Course Areas by High School

High School	Academics	PE/Electives	Vocational	Overall
Bethesda-Chevy Chase	2.82	2.89	2.72	2.82
Blair	2.76	3.00	3.10	2.89
Churchill	2.81	2.85	2.84	2.82
Damascus	2.66	3.01	2.96	2.82
Einstein	2.89	3.01	3.14	2.97
Gaithersburg	2.68	2.84	2.99	2.78
Walter Johnson	2.72	2.86	2.89	2.79
Kennedy	2.68	2.98	3.20	2.87
Magruder	2.71	2.86	2.96	2.80
Richard Montgomery	2.64	2.69	2.76	2.67
Northwood	2.67	2.95	2.87	2.79
Paint Branch	2.73	3.08	2.95	2.87
Peary	2.75	2.83	2.71	2.76
Poolesville	2.77	2.90	3.04	2.86
Rockville	2.76	2.99	3.02	2.87
Seneca Valley	2.72	3.12	2.94	2.87
Sherwood	2.71	2.98	2.97	2.83
Springbrook	2.71	3.04	2.93	2.84
Wheaton	2.78	2.87	2.97	2.85
Whitman	2.71	2.89	2.59	2.75
Woodward	2.76	3.00	2.64	2.81
Wootton	2.83	2.84	2.82	2.83
Total County	2.74	2.93	2.90	2.82

APPENDIX D

RATINGS OF PREPARATION IN SCHOOL-RELATED SKILLS

TABLE D-1
Mean Ratings of School-Related Areas of Preparation by Sex and Race of Students

Sex/Race	Writing Papers	Taking Notes	Using the Library	Doing Rdg. Assign./ Homework	Studying for Tests	Managing Time	Dealing with People	Overall Prep. for School
White Males	2.66-	2.23-	2.43-	2.41-	2.25-	2.11-	2.87-	2.54-
White Females	2.79+	2.53+	2.44-	2.71+	2.36+	2.26+	3.00+	2.64+
Black Males	2.74	2.38-	2.60+	2.55-	2.35	2.16-	3.17+	2.54-
Black Females	2.79+	2.63+	2.70+	2.87+	2.40+	2.22+	3.07+	2.60
Hispanic Males	2.82+	2.48+	2.41-	2.60	2.47+	2.29+	2.84-	2.55-
Hispanic Females	2.73	2.60+	2.61+	2.74+	2.48+	2.09-	2.90-	2.51-
Asian Males	2.60-	2.48+	2.40-	2.61+	2.52+	2.17-	2.62-	2.59
Asian Females	2.71	2.58+	2.60+	2.91+	2.75+	2.50+	2.90-	2.63+
All Males	2.67-	2.27-	2.44-	2.44-	2.29-	2.13-	2.88-	2.55-
All Females	2.79+	2.54+	2.48+	2.74+	2.39+	2.26+	3.00+	2.63+
All Students	2.73	2.41	2.46	2.59	2.34	2.20	2.94	2.59
No. Students	6808	6773	6738	6772	6774	6690	6695	6544

Note: 4 = very well prepared, 3 = well prepared, 2 fairly prepared, 1 = poorly prepared, and 0 = very poorly prepared.

TABLE D-2
Mean Ratings of School-Related Areas of Preparation by High School

High School	Writing Papers	Taking Notes	Using the Library	Doing Rdg. Assign./ Homework	Study-ing for Tests	Manag-ing Time	Dealing with People	Overall Prep. for School
B-CC	2.68	2.49	2.53	2.67	2.51	2.14	3.09	2.76
Blair	2.76	2.38	2.73	2.61	2.33	2.17	3.12	2.56
Churchill	2.74	2.29	2.24	2.57	2.32	2.08	2.88	2.61
Damascus	2.91	2.27	2.76	2.65	2.30	2.13	2.89	2.50
Einstein	3.02	2.39	2.55	2.71	2.39	2.13	3.06	2.79
Gaithersburg	2.73	2.38	2.43	2.56	2.24	2.25	2.83	2.51
Walter Johnson	2.64	2.37	2.37	2.53	2.33	2.17	2.92	2.44
Kennedy	2.86	2.40	2.55	2.57	2.31	2.19	3.09	2.54
Magruder	2.45	2.43	2.13	2.47	2.25	2.16	2.91	2.47
R. Montgomery	2.50	2.20	2.19	2.37	2.12	2.04	2.76	2.52
Northwood	2.54	2.40	2.52	2.55	2.32	2.11	2.74	2.41
Paint Branch	2.72	2.45	2.40	2.61	2.32	2.21	2.93	2.63
Peary	2.53	2.44	2.27	2.52	2.23	2.20	2.95	2.40
Poolesville	2.32	2.58	2.77	2.55	2.14	2.15	2.90	2.24
Rockville	2.89	2.49	2.70	2.69	2.55	2.40	3.06	2.76
Seneca Valley	2.77	2.49	2.67	2.68	2.30	2.29	2.99	2.62
Sherwood	2.70	2.46	2.52	2.60	2.22	2.23	3.12	2.42
Springbrook	2.74	2.23	2.44	2.62	2.24	2.16	2.93	2.69
Wheaton	2.72	2.55	2.58	2.59	2.36	2.25	3.02	2.40
Whitman	2.87	2.63	2.46	2.63	2.51	2.27	2.98	2.81
Woodward	2.76	2.47	2.42	2.68	2.46	2.26	2.70	2.68
Wootton	2.81	2.26	2.24	2.55	2.39	2.14	2.83	2.68
Total County	2.73	2.41	2.46	2.59	2.34	2.20	2.94	2.59
No. Students	6808	6773	6738	6772	6774	6690	6695	6544

APPENDIX E

RATINGS OF PREPARATION IN JOB-RELATED SKILLS

TABLE E-1
Mean Ratings of Job-Related Areas of Preparation by Sex and Race of Students

Sex/Race	Job Search Skills	Knowledge/ Skills Req. for Job	Reading, Writing, and Math	Good Work Habits	Getting Along with People
White Males	2.18-	2.27-	2.97-	2.66-	2.84-
White Females	2.30	2.37	3.03+	2.83+	3.02+
Black Males	2.48+	2.53+	3.02+	2.87+	2.98+
Black Females	2.71+	2.59+	3.05+	2.98+	3.13+
Hispanic Males	2.12-	2.20-	2.96-	2.74-	2.71-
Hispanic Females	2.47+	2.39+	2.92-	2.93+	3.05+
Asian Males	2.23-	2.34	2.86-	2.57-	2.72-
Asian Females	2.31+	2.41+	2.89-	2.82+	2.92
All Males	2.21-	2.30-	2.96-	2.20-	2.60-
All Females	2.35+	2.40+	3.03+	2.85+	3.20+
All Students	2.28	2.35	3.00	2.77	2.94
No. Students	6341	6105	6507	6508	6242

Note: 4 = very well prepared, 3 = well prepared, 2 = fairly prepared, and 1 = poorly prepared, 0 = very poorly prepared.

TABLE E-2
Mean Ratings of Job-Related Areas of Preparation by High School

High School	Job Search Skills	Knowledge/ Skills Req. for Job	Reading, Writing, and Math	Good Work Habits	Getting Along with People
Bethesda-Chevy Chase	2.13	2.28	3.09	2.87	2.99
Blair	2.46	2.48	2.97	2.76	3.05
Churchill	2.08	2.17	3.02	2.62	2.84
Damascus	2.55	2.47	2.94	2.81	2.90
Einstein	2.73	2.75	3.18	2.96	3.19
Gaithersburg	2.37	2.43	2.90	2.75	2.93
Walter Johnson	1.94	2.05	2.88	2.47	2.73
Kennedy	2.41	2.44	2.96	2.75	2.99
Magruder	2.33	2.37	2.93	2.70	2.95
Richard Montgomery	2.29	2.34	2.76	2.58	2.82
Northwood	2.39	2.44	2.92	2.84	2.89
Paint Branch	2.61	2.54	3.05	2.87	2.99
Peary	2.13	2.27	2.92	2.75	2.90
Poolesville	2.42	2.21	2.73	2.80	2.91
Rockville	2.32	2.39	3.06	2.90	3.06
Seneca Valley	2.19	2.33	2.95	2.85	3.01
Sherwood	2.31	2.31	2.95	2.85	3.02
Springbrook	2.28	2.35	3.11	2.89	2.99
Wheaton	2.55	2.54	2.95	2.82	2.97
Whitman	2.11	2.19	3.14	2.70	2.95
Woodward	2.16	2.26	3.11	2.78	2.88
Wootton	2.09	2.30	3.06	2.61	2.74
Total County	2.28	2.35	3.00	2.77	2.94
No. Students	6341	6105	6507	6508	6242

APPENDIX F

RATINGS OF TEACHERS

TABLE F-1
Mean Ratings of Teacher Characteristics by Sex and Race of Students

Sex/Race	Showed Concern for Students	Taught Basics	Graded Fairly	Were Adeq. Pre-pared	Competent in Sub-ject Matter	Interested in Subject Matter	Main-tained Order
White Males	2.70-	3.01-	2.92-	3.01-	3.00-	2.95-	2.64-
White Females	2.78+	3.18+	3.02+	3.08+	3.08+	3.05+	2.76+
Black Males	2.76	3.03-	2.87-	3.00-	3.02-	2.96-	2.62-
Black Females	2.78+	3.15+	2.88-	3.01-	3.08+	3.07+	2.72+
Hispanic Males	2.80+	3.07-	2.87-	3.00-	3.05	3.06+	2.65-
Hispanic Females	2.88+	3.11	3.10+	3.10+	3.15+	3.18+	2.70
Asian Males	2.82+	3.05-	2.9[illegible]-	2.96-	3.01-	3.09+	2.74+
Asian Females	2.92+	3.24+	3.18+	3.07+	3.06	3.2[illegible]+	2.76+
All Males	2.72-	3.02-	2.91-	3.00-	3.01-	[illegible].97-	2.64-
All Females	2.79+	3.17+	3.02+	3.07+	3.08+	3.07+	2.75+
All Students	2.75	3.10	2.97	3.04	3.05	3.02	2.70
No. Students	6793	6788	6790	6788	6766	6791	6793

TABLE F-1 (Cont.)
Mean Ratings of Teacher Characteristics by Sex and Race of Students

Sex/Race	Allowed Students to Question/ Take Risks	Knew Progress Students Made	Praised Students When They Did Well	Prepared Students for College	Prepared Students for Employ-ment	Interested Stud. in Learning on Own
White Males	2.92-	2.83-	2.36-	2.53-	2.34-	2.[illegible]9-
White Females	3.02+	2.96+	2.49+	2.63+	2.45+	2.38
Black Males	2.95-	2.89-	2.45	2.42-	2.38-	2.43+
Black Females	3.06+	3.02+	2.52+	2.52-	2.50+	2.55+
Hispanic Males	3.00+	2.91	2.56+	2.55-	2.25-	2.50+
Hispanic Females	2.98	3.03+	2.69+	2.58	2.50+	2.50+
Asian Males	2.91-	2.80-	2.68+	2.68+	2.32-	2.51+
Asian Females	3.08+	3.05+	2.88+	2.79+	2.56+	2.67+
All Males	2.92-	2.84-	2.40-	2.53-	2.34-	2.33-
All Females	3.03+	2.98+	2.52+	2.63+	2.46+	2.41+
All Students	2.98	2.91	2.46	2.58	2.40	2.37
No. Students	6767	6780	6734	6649	6423	6714

Note: 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

TABLE F-2
Mean Ratings of Teacher Characteristics by High School

Sex/Race	Showed Concern for Students	Taught Basics	Graded Fairly	Were Adeq. Pre-pared	Competent in Sub-ject Matter	Interested in Subject Matter	Main-tained Order
B-CC	2.77	3.13	2.89	3.05	3.14	2.99	2.80
Blair	2.81	3.08	2.95	3.03	3.06	3.13	2.74
Churchill	2.65	3.08	2.94	3.09	3.03	2.94	2.65
Damascus	2.78	3.11	3.05	3.05	3.00	3.03	2.78
Einstein	2.99	3.37	3.08	3.23	3.26	3.24	2.80
Gaithersburg	2.68	3.02	2.91	2.99	2.99	2.94	2.55
Walter Johnson	2.68	3.01	2.97	2.95	2.93	2.89	2.65
Kennedy	2.78	3.15	3.05	3.02	2.99	2.96	2.62
Magruder	2.54	2.99	2.94	2.95	2.97	2.95	2.64
Rich. Montgom.	2.66	2.92	2.78	2.75	2.84	2.80	2.49
Northwood	2.60	2.96	2.79	2.91	2.95	2.96	2.53
Paint Branch	2.78	3.09	2.96	3.09	3.01	3.01	2.61
Peary	2.79	3.08	3.00	3.10	3.03	3.05	2.72
Poolesville	2.63	2.74	2.73	2.68	2.79	2.65	2.48
Rockville	2.88	3.27	3.14	3.10	3.11	3.12	2.93
Seneca Valley	2.84	3.18	3.11	3.09	3.06	3.06	2.83
Sherwood	2.78	2.99	2.87	3.07	3.03	3.01	2.71
Springbrook	2.81	3.14	2.97	3.11	3.15	3.11	2.77
Wheaton	2.80	3.14	3.05	3.13	3.21	3.22	2.79
Whitman	2.73	3.13	2.91	2.99	3.02	2.93	2.70
Woodward	2.73	3.11	2.90	2.99	2.98	3.00	2.68
Wootton	2.84	3.16	3.06	3.17	3.20	3.14	2.67
Total County	2.75	3.10	2.97	3.04	3.05	3.02	2.70
No. Students	6793	6788	6790	6788	6766	6791	6793

Note: 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

TABLE F-2 (Cont.)
Mean Ratings of Teacher Characteristics by High School

Sex/Race	Allowed Students to Question/ Take Risks	Knew Progress Students Made	Praised Students When They Did Well	Prepared Students for College	Prepared Students for Employ- ment	Interested Stud. in Learning on Own
B-CC	3.04	2.89	2.49	2.70	2.37	2.46
Blair	3.06	3.00	2.70	2.56	2.48	2.64
Churchill	2.91	2.80	2.35	2.60	2.23	2.09
Damascus	3.00	2.97	2.50	2.57	2.55	2.40
Einstein	3.45	3.24	2.78	2.92	2.86	2.62
Gaithersburg	2.85	2.91	2.32	2.54	2.42	2.41
Walter Johnson	2.88	2.82	2.30	2.43	2.16	2.11
Kennedy	3.02	2.91	2.57	2.51	2.39	2.36
Magruder	2.87	2.88	2.24	2.52	2.35	2.30
R. Montgomery	2.77	2.75	2.29	2.41	2.33	2.27
Northwood	2.83	2.80	2.28	2.38	2.36	2.31
Paint Branch	2.91	2.93	2.39	2.63	2.48	2.39
Peary	3.04	2.95	2.42	2.42	2.29	2.34
Poolesville	2.74	2.75	2.30	2.00	2.26	2.28
Rockville	3.07	2.99	2.62	2.74	2.64	2.54
Seneca Valley	3.05	2.94	2.51	2.65	2.46	2.42
Sherwood	2.97	2.92	2.48	2.45	2.45	2.40
Springbrook	3.06	2.86	2.52	2.67	2.39	2.35
Wheaton	3.04	3.01	2.60	2.46	2.50	2.41
Whitman	2.95	2.88	2.52	2.76	2.33	2.37
Woodward	2.97	2.93	2.40	2.62	2.34	2.33
Wootton	2.99	2.95	2.47	2.67	2.38	2.38
Total County	2.98	2.91	2.46	2.58	2.40	2.37
No. Students	6767	6780	6734	6649	6423	6714

Note: 4 = excellent, "A"; 3 = good, "B"; 2 = fair, "C"; 1 = poor, "D"; and 0 = unsatisfactory, "E".

APPENDIX G

COUNSELING AND CAREER AWARENESS

TABLE G-1
Percentage of Students, by Sex and Race, Answering "Yes"
to Counseling Questions

Sex/Race	Counselor Knows Student, Understands Interests	Can See Counselor When Needs To	Enough Time With Counselor
White Males	55	81	79
White Females	54	82	80
Black Males	65	82	82
Black Females	61	82	81
Hispanic Males	70	81	83
Hispanic Females	55	76	75
Asian Males	58	85	76
Asian Females	63	86	80
All Males	57	81	79
All Females	55	82	80
All Students	56	81	80
N on Which % Is Based	6688	6686	6671

TABLE G-2
Percentage of Students, by High School, Answering "Yes"
to Counseling Questions

High School	Counselor Knows Student, Understands Interests	Can See Counselor When Needs To	Enough Time With Counselor
Bethesda-Chevy Chase	47	70	71
Blair	58	78	75
Churchill	53	83	82
Damascus	60	92	89
Einstein	52	63	62
Gaithersburg	52	77	74
Walter Johnson	50	60	69
Kennedy	57	87	83
Magruder	43	74	72
Richard Montgomery	61	76	77
Northwood	49	74	76
Paint Branch	66	81	83
Peary	70	92	89
Poolesville	65	69	74
Rockville	69	87	88
Seneca Valley	66	90	89
Sherwood	61	78	80
Springbrook	38	77	73
Wheaton	54	88	79
Whitman	57	83	80
Woodward	67	93	88
Wootton	42	89	81
Total County	56	81	80
N on Which % Is Based	6688	6686	6671

TABLE G-3
Mean Ratings of High School Staff in General Counseling
by Sex and Race of the Students

Sex/Race	Improve Grades	Understand Self & Others	School Problems	Personal Problems
White Males	2.30-	2.25-	2.40-	2.09-
White Females	2.37	2.35	2.57+	2.39+
Black Males	2.48+	2.44+	2.44-	2.17-
Black Females	2.48+	2.59+	2.58+	2.45+
Hispanic Males	2.45+	2.44	2.48	2.00-
Hispanic Females	2.63+	2.45+	2.70+	2.64+
Asian Males	2.38	2.38+	2.54+	2.23
Asian Females	2.57+	2.58+	2.58+	2.40+
All Males	2.33-	2.29-	2.41-	2.10-
All Females	2.40+	2.39+	2.58+	2.41+
All Students	2.36	2.34	2.50	2.26
No. Students	4946	4307	4796	3535

Note: 4 = very helpful, 3 = helpful, 2 = of little help, 1 = not at all helpful, and 0 = misinformed student.

TABLE G-4
Percentage of Students by Sex and Race Seeking Help in School
in General Counseling Areas

Sex/Race	Improve Grades	Understand Self & Others	School Problems	Personal Problems
White Males	75	65	71	53
White Females	71	60	70	51
Black Males	86	81	85	66
Black Females	87	80	78	58
Hispanic Males	84	72	81	61
Hispanic Females	79	75	75	58
Asian Males	72	66	73	59
Asian Females	71	66	71	54
All Males	76	67	73	55
All Females	73	63	71	52
All Students	75	65	72	53

TABLE G-5
Mean Ratings by High School of High School Staff in General Counseling

High School	Improve Grades	Understand Self & Others	School Problems	Personal Problems
Bethesda-Chevy Chase	2.17	2.01	2.29	1.99
Blair	2.42	2.44	2.54	2.42
Churchill	2.24	2.17	2.37	1.92
Damascus	2.38	2.40	2.48	2.30
Einstein	2.64	2.49	2.73	2.31
Gaithersburg	2.30	2.36	2.53	2.30
Walter Johnson	2.22	2.19	2.39	2.14
Kennedy	2.50	2.36	2.61	2.45
Magruder	2.36	2.11	2.28	2.16
Richard Montgomery	2.36	2.41	2.51	2.34
Northwood	2.33	2.24	2.29	2.10
Paint Branch	2.36	2.37	2.50	2.29
Peary	2.43	2.63	2.77	2.62
Poolesville	2.26	2.37	2.51	2.40
Rockville	2.58	2.58	2.68	2.45
Seneca Valley	2.52	2.65	2.73	2.57
Sherwood	2.50	2.58	2.62	2.31
Springbrook	2.31	2.16	2.23	1.97
Wheaton	2.47	2.32	2.54	2.25
Whitman	2.26	2.20	2.46	2.08
Woodward	2.31	2.33	2.66	2.38
Wootton	2.16	2.13	2.40	2.04
Total County	2.36	2.34	2.50	2.26
No. Students	4946	4307	4796	3535

TABLE G-6
Percentage of Students by Sex and Race Seeking Career Awareness Assistance or Information from Agencies Outside MCPS

Sex/Race	Career Counseling	Academic Testing	Find Out About Financial Aid
White Males	19	29	14
White Females	21	29	16
Black Males	28	25	28
Black Females	35	20	34
Hispanic Males	20	22	17
Hispanic Females	29	17	18
Asian Males	22	32	29
Asian Females	21	28	25
All Males	20	28	16
All Females	23	27	18
All Students	21	28	17

TABLE G-7
Use and Effectiveness of Career Center by Sex and Race

Sex/Race	% Aware of Career Center	% Who Used Career Center	% Reporting Center Staff Helpful	Average No. Visits*
White Males	94	63	65	4
White Females	97	73	74	4
Black Males	92	66	71	5
Black Females	93	67	76	6
Hispanic Males	94	59	65	5
Hispanic Females	92	57	61	4
Asian Males	98	66	69	6
Asian Females	97	73	74	4
All Males	94	63	66	4
All Females	97	72	74	4
All Students	95	67	70	4

*Note: Numbers represent average number of visits made by students in their junior and senior years, combined.

TABLE G-8
Use and Effectiveness of Career Center by High School

Sex/Race	% Aware of Career Center	% Who Used Career Center	% Reporting Center Staff Helpful	Average No. Visits
B-CC	75	27	31	2
Blair	96	71	73	5
Churchill	99	71	71	4
Damascus	94	74	80	5
Einstein	99	76	77	3
Gaithersburg	97	70	64	4
Walter Johnson	98	73	50	4
Kennedy	93	68	69	3
Magruder	98	63	66	3
Richard Montgomery	97	63	57	4
Northwood	97	51	55	2
Paint Branch	97	75	79	4
Peary	97	75	82	4
Poolesville	93	64	60	3
Rockville	96	75	78	5
Seneca Valley	96	64	71	5
Sherwood	97	80	83	5
Springbrook	94	73	78	4
Wheaton	93	55	59	3
Whitman	98	74	80	5
Woodward	98	77	83	4
Wootton	98	71	75	5
Total County	95	67	70	4

TABLE G-9

Mean Ratings of School Staff in Career Awareness Activities
by Sex and Race of Students

Sex/Race	Career Counseling	Match Interests/ Abilities to Jobs	Find Out About Interests/ Abilities	Find Out About Training Programs	Under-stand Test Results	Find Out About Military
White Males	2.36-	2.45-	2.45-	2 29	2.55-	2.42+
White Females	2.45	2.50	2.51+	2.28-	2.59+	2.22-
Black Males	2.58+	2.60+	2.61+	2.41+	2.58	2.59+
Black Females	2.65+	2.72+	2.66+	2.51+	2.52-	2.37+
Hispanic Males	2.40-	2.57+	2.47-	2.15-	2.49-	2.22-
Hispan. Females	2.67+	2.58+	2.50	2.52+	2.51-	2.35
Asian Males	2.53+	2.58+	2.60+	2.30	2.72+	2.12-
Asian Females	2.52+	2.66+	2.66+	2.48+	2.69+	2.02-
All Males	2.39-	2.47-	2.48-	2.30	2.56	2.41+
All Females	2.49+	2.53+	2.54+	2.33	2.59+	2.24-
All Students	2.44	2.51	2.51	2.31	2.57	2.34
No. Students	5055	5748	5966	4955	5282	2830

4 = very helpful, 3 = helpful, 2 = of little help, 1 = not at all helpful, and 0 = misinformed student.

TABLE G-10
Percentage of Students by Sex and Race Seeking Career Awareness
Assistance or Information in School

Sex/Race	Career Counseling	Match Interests/ Abilities to Jobs	Find Out About Interests/ Abilities	Find Out About Training Programs	Under-stand Test Results	Find Out About Military
White Males	73	84	86	73	81	52
White Females	75	85	89	72	76	29
Black Males	88	90	95	87	90	68
Black Females	87	91	94	87	86	51
Hispanic Males	76	87	90	76	84	58
Hispanic Females	78	86	89	72	91	34
Asian Males	76	86	87	75	80	55
Asian Females	77	85	91	74	86	38
All Males	75	85	87	74	82	54
All Females	77	86	89	73	77	32
All Students	76	85	88	74	80	43

TABLE G-11
Mean Ratings of School Staff in Career Awareness Activities by High School

High School	Career Counseling	Match Interests/ Abilities to Jobs	Find Out About Interests/ Abilities	Find Out About Training Programs	Under-stand Test Results	Find Out About Military
B-CC	2.14	2.40	2.39	2.19	2.52	2.23
Blair	2.52	2.57	2.54	2.37	2.61	2.24
Churchill	2.15	2.23	2.27	2.00	2.39	1.87
Damascus	2.70	2.62	2.58	2.49	2.64	2.39
Einstein	2.76	2.63	2.69	2.60	3.11	3.05
Gaithersburg	2.46	2.48	2.54	2.40	2.53	2.38
Walter Johnson	2.18	2.33	2.37	2.10	2.55	2.28
Kennedy	2.50	2.59	2.60	2.42	2.60	2.46
Magruder	2.33	2.34	2.30	2.24	2.35	2.31
R. Montgomery	2.44	2.48	2.45	2.33	2.42	2.30
Northwood	2.31	2.49	2.38	2.28	2.35	2.31
Paint Branch	2.56	2.72	2.65	2.48	2.81	2.57
Peary	2.63	2.62	2.62	2.46	2.72	2.65
Poolesville	2.29	2.53	2.53	2.23	2.53	2.40
Rockville	2.62	2.62	2.69	2.35	2.65	2.37
Seneca Valley	2.61	2.70	2.71	2.51	2.72	2.56
Sherwood	2.62	2.65	2.59	2.43	2.68	2.40
Springbrook	2.45	2.43	2.43	2.18	2.34	2.22
Wheaton	2.37	2.52	2.49	2.46	2.50	2.25
Whitman	2.26	2.43	2.48	2.07	2.60	2.07
Woodward	2.55	2.45	2.52	2.30	2.66	2.24
Wootton	2.34	2.43	2.43	2.16	2.55	2.20
Total County	2.44	2.51	2.51	2.31	2.57	2.34
No. Students	5055	5748	5966	4955	5282	2830

TABLE G-12
Mean Ratings of School Staff in College Selection Activities
by Sex and Race of Students

Sex/Race	Find Out About Schools/ Colleges in Maryland	Info. About Schools/ Colleges Outside Maryland	Info. Abt. School Costs/ Financial Aid	Selec- tion of College Major	Submis- sion of College Applic.	Skills for Job/ College Interview
White Males	2.42-	2.40	2.35-	2.06-	2.65	2.28-
White Females	2.46	2.43	2.39	2.08	2.70+	2.40+
Black Males	2.57+	2.37-	2.49+	2.08	2.53-	2.47+
Black Females	2.58+	2.51+	2.52+	2.27+	2.57-	2.65+
Hispanic Males	2.68+	2.51+	2.39	2.14+	2.48-	2.22-
Hispanic Females	2.51+	2.39-	2.34-	2.18+	2.46-	2.60+
Asian Males	2.60+	2.41	2.48+	2.30+	2.74+	2.29-
Asian Females	2.62+	2.44	2.45+	2.25+	2.96+	2.50+
All Males	2.46	2.40	2.37	2.08	2.63-	2.30-
All Females	2.48	2.44	2.41	2.12	2.69	2.44+
All Students	2.47	2.42	2.39	2.10	2.66	2.37
No. Students	4811	4796	4613	3978	5151	4364

Note: 4 = very helpful, 3 = helpful, 2 = of little help, 1 = not at all helpful, and 0 = misinformed student.

TABLE G-13
Percentage of Students by Sex and Race Seeking College Selection Assistance or Information in School

Sex/Race	Find Out About Schools/ Colleges in Maryland	Info. About Schools/ Colleges Outside Maryland	Info. Abt. School Costs/ Financial Aid	Selec- tion of College Major	Submis- sion of College Applic.	Skills for Job/ College Interview
White Males	71	71	67	59	76	64
White Females	69	70	66	57	75	63
Black Males	82	83	84	73	81	78
Black Females	81	79	84	76	84	85
Hispanic Males	76	69	74	67	80	70
Hispanic Females	77	66	63	62	78	67
Asian Males	75	74	76	68	84	69
Asian Females	77	73	75	67	89	65
All Males	72	73	70	61	77	66
All Females	71	71	69	60	77	66
All Students	72	72	69	61	77	66

TABLE G-14
Mean Ratings of School Staff in College Selection Activities by High School

High School	Find Out About Schools/ Colleges in Maryland	Info. About Schools/ Colleges Outside Maryland	Info. Abt. School Costs/ Financial Aid	Selec- tion of College Major	Submis- sion of College Applic.	Skills for Job/ College Interview
B-CC	2.35	2.36	2.24	1.83	2.53	2.10
Blair	2.53	2.39	2.56	2.21	2.52	2.50
Churchill	2.28	2.35	2.19	1.82	2.77	2.15
Damascus	2.62	2.57	2.54	2.27	2.70	2.80
Einstein	3.01	2.85	2.92	2.38	2.94	2.94
Gaithersburg	2.27	2.20	2.27	2.07	2.57	2.51
Walter Johnson	2.24	2.18	2.10	1.98	2.36	2.07
Kennedy	2.44	2.46	2.36	2.20	2.64	2.41
Magruder	2.26	2.18	2.16	2.00	2.37	2.23
Richard Montgomery	2.33	2.26	2.18	1.99	2.61	2.45
Northwood	2.38	2.10	2.18	1.91	2.54	2.45
Paint Branch	2.67	2.65	2.65	2.27	2.79	2.66
Peary	2.86	2.85	2.73	2.27	2.89	2.24
Poolesville	1.93	1.81	2.00	1.86	2.02	2.42
Rockville	2.59	2.62	2.50	2.28	2.74	2.45
Seneca Valley	2.63	2.64	2.66	2.31	2.85	2.48
Sherwood	2.63	2.55	2.70	2.25	2.86	2.49
Springbrook	2.37	2.30	2.25	2.04	2.49	2.36
Wheaton	2.38	2.12	2.32	2.26	2.31	2.53
Whitman	2.38	2.47	2.29	2.02	2.78	2.08
Woodward	2.47	2.43	2.36	2.11	3.12	2.12
Wootton	2.49	2.44	2.29	1.90	2.56	1.93
Total County	2.47	2.42	2.39	2.10	2.66	2.37
No. Students	4811	4796	4613	3978	5151	4364

Note: 4 = very helpful, 3 = helpful, 2 = of little help, 1 = not at all helpful, and 0 = misinformed student.

APPENDIX H

PARTICIPATION IN SCHOOL, COUNTYWIDE, AND STATEWIDE EXTRACURRICULAR ACTIVITIES

TABLE H-1
Percentage of Students by Sex and Race Participating in
Selected Extracurricular Activities

Activity	White Males	White Fem.	Black Males	Black Fem.	Hispan. Males	Hisp. Fem.	Asian Males	Asian Fem.	All Males	All Fem.	Total
Cheer Leaders/Pom Pons	3	18	5	30	2	14	4	17	3	19	11
School Band/Orch.	13	10	9	8	9	5	10	7	12	10	11
Honors Club/ Honorary Soc.	10	16	7	9	8	9	18	31	10	16	13
Newspaper/Yearbook	16	22	14	13	10	14	14	20	16	20	18
Student Council/ SG/Polit. Club	16	25	22	26	7	14	8	18	16	25	20
Other School Clubs	25	32	23	29	28	30	28	36	25	32	28
Summer Sch. for Performing Arts	3	4	5	5	2	6	3	4	3	4	4
Honors Chorus	2	5	5	10	3	6	3	6	3	6	4
Honors Band/Orch.	5	2	4	2	0	1	5	4	5	2	4
Montgomery Cty. Youth Symphony	4	2	2	1	1	0	3	3	3	2	2
State Band/Orch.	2	1	2	1	0	0	2	1	2	1	1

TABLE H-2
Percentage of Students Participating in Selected Extracurricular Activities by High School

High School	Cheer Lead./ Pom Pons	School Band/Orch.	Honors Club/ Honor Society	Newspaper/ Yearbook	Stu. Govt./ Pol. Org.
B-CC	11	15	4	24	25
Blair	14	9	16	15	11
Churchill	9	8	21	22	24
Damascus	12	26	12	20	10
Einstein	9	8	14	31	30
Gaithersburg	13	10	18	17	22
Walter Johnson	10	14	16	27	24
Kennedy	21	8	4	23	10
Magruder	12	14	5	19	25
R. Montgomery	12	7	13	28	25
Northwood	11	8	16	11	13
Paint Branch	11	10	14	12	21
Peary	12	9	17	8	22
Poolesville	15	17	18	21	29
Rockville	11	11	18	15	15
Seneca Valley	9	12	11	17	18
Sherwood	12	8	19	15	14
Springbrook	12	10	16	19	30
Wheaton	10	9	13	15	13
Whitman	11	11	6	20	27
Woodward	11	14	11	19	21
Wootton	9	11	11	15	22
Total County	11	11	13	18	20

TABLE H-2 (Cont.)
Percentage of Students Participating in Selected Extracurricular Activities by High School

High School	Other Sch. Club	Sum. Sch. Perf. Arts	Honors Chorus	Honors Band/Orch.	Mont. County Youth Symph.	State Orch.
B-CC	44	5	5	6	5	2
Blair	25	2	7	3	1	0
Churchill	37	4	5	2	2	1
Damascus	35	2	2	6	2	1
Einstein	33	2	1	0	0	0
Gaithersburg	32	3	5	4	3	1
Walter Johnson	29	5	4	4	5	2
Kennedy	31	3	4	3	2	0
Magruder	20	3	5	4	2	1
R. Montgomery	25	4	4	2	2	2
Northwood	17	2	3	3	1	1
Paint Branch	15	2	3	2	2	2
Peary	31	4	5	5	4	3
Poolesville	39	0	9	5	0	0
Rockville	23	3	5	3	2	1
Seneca Valley	26	5	3	4	3	3
Sherwood	19	3	5	4	2	1
Springbrook	35	4	6	3	1	2
Wheaton	24	1	3	1	1	0
Whitman	35	5	4	4	3	2
Woodward	24	6	4	7	5	2
Wootton	27	4	4	4	3	2
Total County	28	4	4	4	2	1

APPENDIX I

STUDENTS' CAREER GOALS AND POST-SECONDARY EDUCATIONAL/WORK PLANS

TABLE I-1
Career Goals of Students by Sex and Race

Sex/Race	Busi-ness	Compu-ters	Engin-eering	Math/Misc. Science	Medicine	Law	Arts/ Humanities
White Males	16*	7	11	8	3	6	9
White Females	16	6	3	7	8	5	15
Black Males	13	10	6	5	2	4	9
Black Females	15	13	3	5	11	4	10
Hispanic Males	9	4	19	11	4	7	8
Hisp. Females	10	8	4	6	9	5	13
Asian Males	9	14	33	8	9	2	6
Asian Females	13	13	10	16	9	3	7
All Males	15	8	12	8	3	5	9
All Females	15	7	3	7	8	5	14
All Students	15	8	8	8	6	5	11

TABLE I-2
Students' Plans for the Year Following Graduation
by Sex and Race

Sex/Race	Work		Military	College		Trade, Tech., or Business School - Part or Full Time	Total % in School Part or Full Time
	Part Time	Full Time	Part or Full Time	Part Time	Full Time		
White Males	34*	18	5	11	65	5**	81
White Females	38	16	0	13	70	4	87
Black Males	27	20	11	10	54	6	70
Black Females	36	21	4	16	56	9	81
Hispanic Males	36	12	9	13	62	5	80
Hisp. Females	40	9	2	14	66	5	85
Asian Males	38	7	3	8	80	3	91
Asian Females	38	13	0	11	79	3	93
All Males	34	16	5	11	65	5	81
All Females	37	16	1	13	69	4	86
All Students	36	16	4	12	67	5	84

* Note: numbers are percentages of each sex/race group.
** Includes apprenticeship/training programs.